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THE UNIVERSITY OF ALBERTA

DEVELOPMENTAL PATTERNS OF TEACHING CAREERS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA
SPRING, 1986

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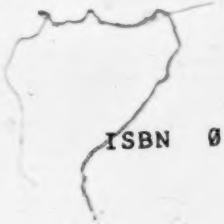

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ABSTRACT

The proposition was put forward that teachers have developmental stages which determine what they can learn and when because student teachers were seemingly unable to understand certain concepts. We recognize that children are not ready to learn certain things until certain points in their development. It seemed to follow that adults, specifically teachers, would be similar. The elaboration of theories on adult development and learning and on teacher development supported this proposition. No research had attempted to identify patterns of teacher growth and development based on interviews with teachers.

The purpose of the study was to generate a theory on the developmental stages of teachers' growth during their careers. The researcher conducted twenty-seven semi-structured interviews. The interviews were tape recorded and transcribed. From analysis of the data various themes emerged. There were two types: those which were abstracted from the data and not anticipated by the researcher, and those constructed by the researcher's questions. Conclusions and implications were drawn from both types.

Teachers indicated that certain experiences were important in their growth and development. However, it was not possible to draw conclusions from the data. More research is required to describe the importance of their experiences.

The themes abstracted from the data potentially offer criteria against which to determine a teacher's stage of development: critical thinking; growth orientation; perspective on various dimensions; personal traits; and professional traits. No direct relationship between the above themes and the stages of teacher development were identified.

The nature of the researcher's questions constructed other themes: the teacher's role, concerns, planning, success, rewards and satisfactions, and support systems. The teachers reported changing with regard to their personal and professional orientations. The teachers also identified stages which they observed in other teachers and through which they had progressed themselves.

There were enough similarities among the teachers to suggest there are stages through which they grow during their careers: Survival; Consolidation; Expansion; Disillusionment; and Career Stance -- a Holding or Lifelong Learning pattern. Teachers move through the stages in order until the Disillusionment stage, at which point the teachers may move into Holding or Lifelong Learning and between them, according to their situations.

Consideration of the stages of teachers' development has implications for teacher education, administration and supervision and the certification of teachers worthy of further research.

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CHAPTER I

INTRODUCTION

Need for the Study

The study reported herein was stimulated by the observation that teachers' training does not seem to fulfill the needs of classroom teachers in spite of the intention of teacher education programs to contain components deemed necessary to teachers in the classroom. Hunt and Sullivan (1974) suggest that "a person and his environment are developmentally mismatched if the combination results in arrestation or no progression". It seemed the supposed inadequacy of teacher education may be the result of a mismatch between the teachers' needs and the content of the teacher education programs. Both a theoretical and personal perspective supported the above proposition.

A Theoretical Perspective

The concept of a developmental growth pattern of adults corresponds to the psychological theories of child development (Piaget, Kohlberg). Whitbourne and Weinstock say "the newly emerging field of life span developmental psychology rests on the assumption that the processes of development continue from childhood through old age" (1979:7). Adult development has captured the interest of

psychologists and sociologists alike and related theories have been generated. The thrust is that adults warrant separate consideration: they are not "finished products"; they continue to change.

Knowles (1978) believed adults required special consideration in their learning needs. From the analysis of his experience teaching adults, Knowles found that they learned differently than children and developed a theory of teaching adults called andragogy.

Andragogy makes assumptions about adult learners which differ from those about young children and adolescents; it, therefore, suggests different methods for teaching them. Knowles summarizes this different approach to learning in the following way:

1. Learner
   - The adult learner is self-directing.

2. Role of Learner's Experience
   - Adults are the richest resources for one another.
   - There is greater heterogenity in groups of adults.
   - On the negative side, experience can create habitual ways of thinking and acting.

3. Readiness to Learn
   - They are ready to learn when they experience a need to know.
   - The chief sources of readiness are the developmental tasks associated with moving from one stage of development to another; but any change is likely to trigger a readiness to learn.
   - Readiness can be induced to a certain extent.

4. Orientation to Learning
   - Adults have a life-centered, task-centered, or problem-centered orientation to learning;

5. Motivation to Learn
   - The more potent motivators are internal: self-esteem, recognition, better quality of life, greater self-confidence, self-actualization, etc.

(Knowles, 1984:9-12)

Andragogy has affected greatly how educators think about teaching adults. The role of the teacher of adults is redefined to that of "facilitator of self-directed learning and a resource to self-directed learners" (Knowles, 1980:19). Knowles regards the pedagogical (teaching children) and andragogical models as parallel, not antithetical.

In light of the theories on adult development and adult learning, teacher educators have begun to examine teacher development. Several authors have suggested stages or used the concept in their writing. To Hunt and Sullivan (1974) stage designations functioned only as anchor points to facilitate understanding of the process. It is in this manner the term will be used here.

Hunt et al. (1977) examined levels of conceptual development in teachers and suggested a progression of stages. Fuller (1969) discussed only the stages of teachers' concerns. Her stages were quite well defined for student teachers and beginning teachers, but were rather general for "mature" teachers. McNergney and Carrier (1981) referred to stages without defining them. Anderson et al. (1982) and Burke et al. (1984) provided models of teachers' career patterns and the stages therein for the

purpose of creating programs for staff development to meet the needs of teachers at different stages of their careers. The models did not address directly, however, the teachers' developmental stages.

A Personal Perspective

The theoretical perspective gave the framework from which the researcher's personal perspective generated the study. The present study was stimulated by the researcher's experience as teacher educator. She was frustrated in her attempts to teach undergraduate education students concepts, which, from her classroom experience and her academic background, she considered critical to effective teaching. Her impression was that some students seemed unable to acquire certain skills and understand certain concepts. Some seemed unable to apply the principles to their teaching until they had taught in their own clssrooms, at which time they would return to the university and say, "So that is what you meant". The inability to comprehend certain concepts at a particular time and the ability to understand the same idea later, suggested that the teacher's learning is developmental in the sense that certain conditions are prerequisite to learning certain ideas.

The researcher's reflections on her own development as a teacher supported this idea. There were topics she recognized as having been included in her undergraduate education but whose significance were not realized until

after she had taught for several years and had returned to university for graduate study.

In the process of teaching undergraduates the same topics the researcher operated at a level that was in some ways different from the level at which she had operated previously: she was able to apply, synthesize and evaluate the theories. The experience of teaching at the university affected her view of teaching. When she returned to the school classroom, her teaching was influenced by the same theories she had tried to teach the undergraduates. It was as if the theories on child development, for example, had been assimilated and integrated into her teaching style. Her ability to apply the theories at that point in her career in contrast to her previous teaching and her students' inability to apply the same concepts suggested a difference in developmental levels with regard to teaching.

An understanding of how teachers grow and change during their careers was needed to make education faculties better able to meet the demands of the teaching profession.

Purpose of the Study

The purpose of the study was to generate a theory about the developmental nature of teachers' careers. The identification of stages of teacher growth would add to the substantive theory on teacher education and might affect, in

a positive way, the development of teacher education programs.

Theoretical Assumptions and Methodology

The basic assumptions upon which the study rested were that growth and development continue to take place during adulthood and that the readiness for learning depends upon the stage of development.

The terms growth and development imply quantitative and qualitative changes respectively. In teaching, "growth" might suggest an increased number of teaching strategies in the teacher's repertoire; "development", a difference in the level at which the teacher processes information. However, the two changes would most likely occur together: if one were able to use more teaching strategies it would most likely be the result of a qualitative change in the teacher's cognition. Hence, in this thesis the terms will be used interchangeably.

It was assumed that to generate a theory on the developmental nature of teachers' careers, one would have to record teachers' descriptions of themselves and their careers and to determine whether any similarities existed among teachers with similar years of experience. It was posited that from the descriptions patterns would emerge and thereby identify stages of teacher growth.

According to Bogdan and Biklen, "the study itself structures the research, not preconceived ideas or any precise research design" (1982:55). In order to describe teachers at different points in their careers, it was deemed appropriate to interview a number of teachers with various lengths of experience. Following the inductive approach (Bogdan and Biklen, 1982; Glaser and Strauss, 1967) data were collected through semi-structured interviews, coded and analyzed. Categories were developed and revised. From the analysis and summary of the categories, patterns were revealed and theories were generated.

Statement of the Problem

The study was intended to obtain a description of teachers with varying years of experience and, from that data, develop an analysis of any significant, stable patterns in the careers.

It was anticipated that the data gathered during the course of the interviews would provide answers to the following general questions:

1. How do the teachers describe themselves at the present point in their careers with regard to:

their roles as teachers;

their concerns;

their rewards and satisfactions;

their definitions of success;

their support systems;

their planning; and,

their professional needs and involvements?

2. Have they grown or changed as teachers: in what ways? What caused the growth or change?

3. Are there patterns to the teachers' career development? Do the patterns identify stages in their careers? Do these patterns suggest a "readiness" for certain learnings, the knowledge of which might be utilized in the continuing education of teachers and in the selection of what topics to include in pre-service education?

Conclusion

Many beginning and experienced teachers criticize faculties of education for not preparing them adequately for teaching (Lortie, 1975; Koerner, 1963) in spite of a growing understanding of the components of successful and effective teaching (Gage, 1978; Dunkin and Biddle, 1974). To the researcher, the perceived inadequacy of the present teacher

education programs may be a result of not considering the program in terms of teacher readiness.

The concept of a developmental pattern to teaching corresponds to the psychological theories of child development and to the psychological theories of adult development by the life-span theorists.

There has been considerable progress in the generation of theories on stages of adult development (Weinstock and Whitbourne, 1979) and on adult learning (Houle, 1963, 1980; Knowles, 1980). The amalgamation of existing theories provides a rationale for a study of teacher growth and a conceptual framework within which to identify and describe stages of teacher growth.

Thus, it seemed an examination of teachers in the field and their professional development during their careers should be conducted in order to determine their perceived needs at different points in their careers. The results might help teacher educators to prepare teachers more effectively. Such a qualitative study in which practising teachers with different years of experience were described and analyzed was intended to generate substantive theory toward more comprehensive and purposeful teacher education programs.

CHAPTER II

LITERATURE REVIEW

Introduction

The literature for this study originates in two major areas: adult development and adult learning; and teacher growth and development. The importance of each body of literature is reviewed here for the purpose of developing the conceptual framework within which the study was conducted.

> When one looks beyond the literature on teacher education or supervision or teacher development to other areas of psychological and educational research, there are theories of teaching and learning that can help people make reasoned decisions about how best to encourage teachers to move toward instructional competence and independent thought and action (McNergney, et al., 1983:53).

The literature will be included when appropriate in the presentation and analysis of the findings.

Adult Development and Learning

In the past, adulthood received little attention from psychologists (Bischof, 1969; Whitbourne and Weinstock, 1979; Rogers, 1982). Developmental psychology studied people beginning with the growth and development of the ovum and ending with the adolescent. At the other end of the

spectrum, psychology examined the deterioration of the aged (Bischof, 1969:ix). Adulthood seems to have been considered virtually a state of suspended animation between the growth and change of adolescence and the deterioration of old age. However, life-span developmental psychology linked the two fields of study and expanded their scope. It considered that the development of the human being did not end until death (Bischof, 1969:3).

Adult Development

"Human life-span developmental psychology is concerned with the description and explication of ontogenic (age-related) behavioural change from birth to death" (Goulet and Baltes, 1970:3). The last two decades have seen a proliferation of work done on the stages and nature of adult development within life-span developmental psychology. "Children were studied in the seventeenth century, adolescents in the early twentieth century, and the aged a few decades later" (Rogers, 1982:3). She says not until the 1970s was much interest shown in the early- and middle-adult years. Bischof wrote his book specifically "to fill in this gap of knowledge" (1969:ix) since "there is more to human existence than childhood, adolescence, and old age" (1969:3).

The recent work has built on foundations laid by a few psychologists who examined adults and their growth and development in the 1930s. Jung (1933) and Buhler (1930)

were pioneers in the field of adult development. Buhler identified three stages of adulthood: expansion from premarriage to the 30s, then consolidation in the 40s, and evaluation in the late 50s and 60s (Bischof, 1969:9). To Jung, "human existence was composed of bringing together or balancing ... the polarities of life" (Bischof, 1969:9). He identified two stages: from puberty to 35 or 40 years of age when a person adjusts to the realities of life; and after about 40 when a person acquires new traits or re-affirms previously held convictions (Krysowaty, 1979:11).

The field of adult psychology has grown from this initial conceptualization. Whitbourne and Weinstock (1979:7-8) suggest that Werner and Erikson provide the "process and content of adult development" respectively. Werner (1948) delineated an "organic" approach in which the basic principle of development was "an increasing differentiation and refinement of mental phenomena and functions and a progressive hierarchization" (Werner, 1948:51).

Erikson, on the other hand, identified eight issues which become dominant at certain points in a person's life, thus defining stages on which he based adult development. The issues are:

1. "Trust versus distrust" (early infancy).
2. "Autonomy versus doubt and shame" (later infancy).
3. "Initiative versus guilt" (early childhood).
4. "Industry versus inferiority" (middle childhood).

5. Ego identity versus role diffusion" (adolescence).
6. "Intimacy versus isolation" (early adulthood).
7. "Generativity versus ego stagnation" (middle adulthood).
8. "Integrity versus despair" (late adulthood) (Bischof, 1969:34).

He is credited with the first comprehensive theory of the life span. Through differentiation and integration (Werner), critical issues of major life events (Erikson) are confronted and cause adults to continue to grow and change throughout their lives.

Different schools of psychology have considered different foci of adult development. Krysowaty's (1979) review of the literature showed the individual and collective contributions of the theorists toward the present-day theories of adult development. Her synthesis of the origin and evolution of the important concepts provides a good basis on which to better understand adult developmental theories.

The fulfillment models (Rogers, Maslow, White, and Allport) "were concerned with inherent tendencies of the organism which when unimpeded eventuate in psychological growth" (Krysowaty, 1979:8). These theorists considered maturity and self actualization as the goals of adults.

It was the "course of life" theorists, such as Freud, Jung, Buhler, and Erikson, who called attention to "potentially salient transitions and behaviors in adulthood" (Krysowaty, 1979:13). The "adult life-style" theorists (Neugarten, Lowenthal et al, Levinson, Gould and Sheehy, and

Vaillant) identified a novice stage, a settling-down stage and a midlife transition (Krysowaty, 1979:20). They also showed "the role of crises in transitions" and "the role of work in adult life-stage development" (Krysowaty, 1979:21).

The "age-stage" notion of development was defined by the "precursor models of structuralists", Werner, Piaget and Kelly (Krysowaty, 1979:21-27). Werner identified different "modes of responding" (Krysowaty, 1979:22) and Piaget defined stages by the following features:

> 1. qualitative differences in modes of thinking and solving;
> 2. invariant sequence of formation;
> 3. structured whole which encompasses modes; and
> 4. hierarchical integrations (Krysowaty, 1979:23).

Kelly ascertained that individuals had personal contructs or categories of thought "by which the individual construes or interprets personal experiences" (Krysowaty, 1979:25). The origin of two types of models may be traced to these theorists.

The interpersonal and ego structural developmental model (Sullivan, Grant and Grant, and Loevinger) considered the core structure of the personality as it interacts with and is changed by new situations.

> "Like Erikson, [these theorists describe] development in terms of a problem, [the solution of which] involves a cognitive restructuring of experience and expectancy and results in the evolution of a new reference scheme and a new level of integration" (Krysowaty, 1979:29).

Loevinger "conceptualized the sequence of ego development in terms of coping with increasingly deeper problems at each stage" (Krysowaty, 1979:29-30).

The second model is the cognitive structural developmental models of people like Kohlberg, Turiel, and Harvey, Schroder and Hunt. It provided a "theory of change, a model for the inducement of further development in prematurely arrested adults" (Krysowaty, 1979:32). The cognitive structural developmental models suggested change was possible.

Havighurst (1953) considered "developmental tasks" which

> "the human must master during a specific span of time in his life and that the mastery of these tasks is crucial to individual's further development in the next stage or period of life" (Bischof, 1969:33).

Knowles identified the developmental tasks of youth as "the products primarily of physiological and mental maturation", whereas "those of the adult years tend to be the products primarily of the evolution of social roles" (1977, 51).

The study of adult development has progressed from the simple, exploratory beginnings of people like Jung and Buhler, who identified continued growth through adulthood and named potential stages of that growth, to elaborate theories for the development of different areas of an adult's life. The theories discussed have evolved into complex considerations of the interaction between the adult

and the environment. The roles of crises and work are crucial to the theories on adult growth.

Many theories have included an age-stage linkage. However, there is a reluctance to classify adult experiences into age-defined categories (Rogers, 1982; Whitbourne and Weinstock, 1979; Bischof, 1969). Knox suggests that "developmental changes occur over time, but few occur as a result of time" (1977:9). Rogers cautions readers in their consideration of developmental stages of adulthood.

> [The stage theory] suggests a precision that may not exist and that development is a unitary process. ... [It] obscures widespread variations by the lumping together of test scores and foists age stereotypes on people. [Its value, on the other hand, is that it] establishes a certain order in viewing the life experience (Rogers, 1982:400).

In summary, adult psychology tends to consider adults in the following ways:

- adults have an innate tendency to grow;
- adults' development is "the orderly and sequential change in characteristics and attitudes that adults experience over time (Knox, 1979:9);
- adults' growth is the result of the interaction between their internal schemata and their experience and environment -- critical issues of life are differentiated and integrated into new reference schemes; "earlier characteristics help shape subsequent characteristics" (Knox, 1977:9);

- adults' growth may be arrested but intervention can restart the natural growth tendencies;

- adults grow and develop on different levels at different rates;

- there is a similarity in the growth and development of adults.

Adult Learning

Along with the increased knowledge of adult development, theories have been generated in an attempt to understand how adults learn. "The notion that there is a distinct and different technology for adult learning is in its very beginning stages of development" (Knowles, 1980:14). The accelerating rate of change has precipitated a change in the purposes of education and has caused it to focus on the adult learner.

Previously, education was to transmit knowledge. Now, with the knowledge explosion and the shortened time-span of major cultural change, education must produce competent people (Knowles, 1980:18-19). "We know the way to produce competent people is to have them acquire their knowledge (and skills, understanding, attitudes, values and interests) in the context of its application" (Knowles, 1980:19). Adults continue to learn throughout their life span, and it is suggested that their ways of learning are different from those of children (Knowles, 1980; Houle, 1980). Both adult

learners and lifelong learning need to be considered in the context of this study.

Adult Learners. Houle defines learning as "the process by which people gain knowledge, sensitiveness, or mastery of skills through experience or study" (Houle, 1980:xi). Adults may be defined according to "chronological age, the achievement of age-related or developmental tasks, or psychological qualities such as 'maturity'" (Whitbourne and Weinstock, 1979:3) but Knowles' definition seems most appropriate for the purposes of this study.

> Applying the [social] criterion, a person is an adult to the extent that that individual is performing social roles typically assigned by our culture to those it considers adults. ... Applying the [psychological] criterion, a person is adult to the extent that that individual perceives herself or himself to be essentially responsible for her or his own life (Knowles, 1980:24).

Knowles contends that "adults, too, have their phases of growth and resulting developmental tasks, readiness to learn, and teachable moments" (1977:51) but the learning process is different for adults and children (1980:40-43). He describes adult learners in the following way:

> 1. they have moved from dependency to become self-directed human beings;
>
> 2. they accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning;
>
> 3. their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles; and
>
> 4. their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, their orientation

> toward learning shifts from subject-centeredness to one of performance-centeredness (Knowles, 1980:43-44).

The characteristics of adult learners imply that their education should be different. (When challenged that the principles are desirable for teaching children as well, Knowles simply made the point that teaching should be planned according to the assessed needs of the learners [p.43].)

Like general education, the purpose of adult education has changed over the years. At one time, it was "a means of helping people to make up for a lack of educational opportunities in earlier life" (Royce, in Kidd and Selman, 1978:49). Now, continuing education exists, virtually, to "generate the capacity for continuous growth through every stage of life" (Royce, 1978:49). Knowles suggests lifelong learning be the organizing principle for all of education (1980:19). In fact, "one of the crucial new realities is that education must be lifelong to avoid the catastrophe of human obsolescence" (Knowles, 1978:166).

Lifelong Learning. "Recognition that people learn throughout their lives is by no means new", as Cropley admits, but it "has recently aroused great interest among educational writers" (1980:1). He goes on to explain:

> Change is now so pervasive and rapid that the idea of learning everything required for the rest of one's life during childhood and within the confines of the formal educational system has become unsatisfactory (1980:2).

In fact, lifelong learning encompasses traditional and vocational learning in formal and informal settings, and includes "learning leading to self-development or self-actualization" (Cropley, 1980:2).

Learning over the span of a lifetime "makes possible certain educational goals that are otherwise in doubt" (Kidd, 1978:79). He says

> one of the problems of the schools has always been how to teach certain ideas or achieve certain kinds of growth when a lengthy timespan is necessary for maturation, or considerable experience of life is an essential prelude to full understanding.

Houle identifies this important role of experience in the education of professionals in particular. Certain concepts and skills must be learned at the time when they are needed; "indeed it is doubtful they can be learned before then" (Houle, 1980:13). He explains the importance of lifelong learning for professionals.

> During a lifetime of practice, however, the professional is drawn constantly back to theoretical considerations and may come in time to perceive an interrelationship of all knowledge.
>
> The alert practicing professional constantly sees the relevance of knowledge whose significance was not fully understood when it was first studied (Houle, 1980:41-42).

Houle suggests, in fact, "preservice curricula must be redesigned to do much more to prepare students to be lifelong learners" (1980:11). In this way, professionals will be able to learn as adults learn best: in answer to a particular problem or need. "The problem-oriented

information search is the most significant stimulus for continuing education" (Houle, 1980:107).

The motivation to learn often originates in the individual's work life with its "continuous and pervasive effects upon identity, life style and attitudes" (Whitbourne and Weinstock, 1979:219). The nature and complexity of teaching give the impetus for continued learning and development in the profession.

The literature on adult development and adult learning suggests that teachers, too, are ready to learn different concepts at different points in their experience; that certain concepts can be learned only with experience; that there is a readiness at which point teachers learn best; experience creates the readiness by providing the problems to solve; and that teachers' growth is likely developmental and follows stages. Literature on teacher development is examined next.

Teacher Development

The professional development of the teacher has become a very important issue: many graduates of the public school system do not have adequate academic skills; fewer teachers are leaving the profession and therefore, the cadre of teachers is aging. In an effort to solve the above problems and keep teachers well informed of technical and academic

advances, keen attention has turned to teacher education, teacher growth and development.

Many authors refer to stages of teacher development but few identify the stages and no one seems to have generated a theory to explain the concept. It is the purpose of this section to review the relevant literature in order to understand what does exist with regard to teacher development.

A very comprehensive treatment of teacher development was done by McNergney and Carrier in their book, Teacher Development, which tries to integrate research and theory on teaching in an effort to "encourage teacher educators [and teachers] to support the personal and professional growth of individual teachers in multiple ways" (1981:vii). They define growth as "the stretching of one's capabilites, ideas and filling-out of one's professional identity" (1981:22). The authors identify several dimensions of teacher behaviours and characteristics on which growth may be assessed, but there is no attempt to specify stages of teacher development. They do, with the help of available research, identify criteria against which growth toward becoming a more effective teacher could be measured.

Teacher tasks and behaviour are combined in McNergney and Carrier's analysis of one dimension of teaching. They divide teacher behaviour into instructional and personal tasks of a simple or complex nature. Figure 1 gives

examples to illustrate how the focus and demand of these tasks might differ.

		FOCUS	
		Personal Needs	Instructional Needs
DEMAND	Simple	To increase one's technical knowledge about sexuality.	To teach a child how to make the letter "A".
	Complex	To improve one's attitude toward students.	To involve student in a unit on human rights.

Figure 1
Teacher Tasks
(1981:23)

The focus identifies whether the behaviour has to do with instructional or personal needs. The complexity of the task is measured in terms of the teacher's time and energy. The origin of the desired behaviours may be the teacher or others. The progression of the teacher's behaviour "might be characterized [as moving] from simple awareness of the demands and implication of a task to performing the same task in different ways" (McNergney and Carrier, 1981:23).

McNergney and Carrier suggest teacher growth may be determined by teacher characteristics as well as teacher behaviour. They review literature to suggest teachers should be high on general ability, be field-independent, have a higher conceptual level, have higher levels of ego maturity and moral development, and have the positive characteristics identified by studies such as Ryan's (1960), Brophy and Good (1974) and Fuller (1969) (McNergney and

Carrier, 1981: 131 - 153). Their purpose in identifying the above characteristics and behaviours is to outline ways in which teacher educators, by creating "developmental environments", may guide the teacher's development toward the desired ends.

Oja and Sprinthall (1978) attempted to teach psychological and moral development to teachers. From their review of the literature they stated that

> teachers at higher stages of development functioned in the classroom at a more complex level. These teachers were more adaptive in teaching style, flexible and tolerant, more responsive to individual differences and, most importantly, employed a variety of teaching models and were more empathetic; that is, teachers could accurately "read" and respond to the emotions of their pupils. From a theoretical perspective this is reasonable, since at higher stages humans are capable of multiple perspective-taking (1978:119-120).

Although researchers discuss teacher development, few describe stages of development. Fuller (1969) conceptualizes teacher development in one aspect of teachers' careers: their concerns. She questioned one hundred education students to determine their concerns and how the concerns changed during the practicum. Subsequent studies looked at teachers in the field. Fuller drew tentative conclusions from these and similar studies done in Britain and other states.

Prior to teaching, there is no concern. During the early teaching phase, teachers are concerned with self:

> concern with self-protection and self-adequacy: with class control, subject matter adequacy, finding a place in the power structure of the

> school and understanding expectations of supervisors, principal and parents (1969:211).

In reviewing similar studies, Fuller points out that

> no study supports the proposition that beginning teachers are concerned with instructional design, methods of presenting subject matter, assessment of pupil learning, or with tailoring content to individual pupils (1969:216).

Fuller cautioned that in considering concerns of experienced teachers, the conclusions are "necessarily tentative" (1969:221). The concerns seemed to focus on "pupil gain and self evaluation as opposed to personal gain and evaluations by others". The specific concerns were:

> ability to understand pupils' capacities, to specify objectives for them to assess their gain, to partial out one's own contribution to pupils' difficulties and gain and to evaluate oneself in terms of pupil gain (1969:221).

Katz suggested four developmental stages of preschool teachers: survival; consolidation; renewal; and, maturity (1972:51).

> Stage 1: Survival. During Stage 1, which may last throughout the first full year of teaching, the teacher's main concern is whether she can survive.
>
> Stage 2: Consolidation. By the end of the first year the teacher has usually decided that she can survive. She is now ready to consolidate the gains made during the first stage and to differentiate tasks and skills to be mastered next. During Stage 2, teachers usually begin to focus on individual children who pose problems and on troublesome situations.
>
> Stage 3: Renewal. Often, during the third or fourth year of teaching, the teacher begins to tire of doing the same things. [She has a] need for renewal and refreshment.
>
> Stage 4: Maturity. Some teachers may reach maturity, Stage 4, within three years; others need

> five years or more. The teacher at this stage has come to terms with herself as a teacher. She now has enough perspective to ask deeper and more abstract questions (Katz, 1972:50-53).

She thinks it is useful "to think of the growth of preschool teachers (and perhaps other teachers, also) as occurring in stages, linked generally to experience gained over time" (Katz, 1972:53). Her theory is conjecture only: based on her experience with, and observation of, teachers she suggests the above stages may be present.

Anderson, Dueck and McIntosh (1982) developed a career typology to outline the responsibilities of the various agencies who offered teacher education in the province of Alberta. Their principal theses were that

> we must begin to think clearly and systematically about teacher development from a career perspective, and that we must work towards the creation of a new partnership to sustain this broader view (1981:6).

The career development model contains six stages:

> Stage I - exploratory study and life experience;
> Stage II - initial concentration on professional studies;
> Stage III - induction to professional service;
> Stage IV -toward master teacher status;
> Stage V - towards leadership roles; and
> Stage VI - professional and personal renewal (1981:7).

Through the typology, the authors attempted to draw attention to the reality of the professional needs of teachers at this time and make obvious the need of a co-ordinated plan for the continued professional development of teachers by the agencies involved. "The universities cannot do the whole job and the various stakeholder organizations,

including the universities, should be asked to do only what they can do well" (1981:8). In developing the model, the authors considered principles of adult development and adult learning as well as the reality of the situation for today's teachers.

Burke, Fessler and Christensen (1984) use the "metaphor of a cycle" to explain "the personal and organizational factors that have an impact on various facets of a teacher's career" (1984:8). The components of the career cycle are:

Preservice - the preparation for a professional role
Induction - socialization into the system
Competency Building - the stage of striving to improve teaching skills and abilities
Enthusiastic and Growing - a high level of competence but continuing to progress as professionals
Career Frustration - frustration and disillusionment with teaching
Stable but Stagnant - an acceptable job but not committed to the pursuit of excellence and growth in the profession
Career Wind-Down - preparation for leaving the profession
Career Exit - permanent or temporary termination of career

The authors warn that viewing the career cycle as a linear process may be misleading. They suggest "it is more likely to be an ebb and flow, with teachers moving in and out of stages in response to both personal and organizational environmental influences" (1984:16).

Summary

The literature on teacher education refers to stages of teacher development in an exploratory way. There exist in

the literature many concepts worthy of closer examination through direct contact with teachers in the field. The implicit theory then may be made explicit and thereby contribute to the administration and organization of teacher education in the broadest sense of that term.

Conclusion

From the literature on adult development and learning, implications for the development of teachers can be drawn, as McNergney and his associates suggested. Qualitative research on teachers with different years of experience can also contribute to "reasoned decisions about how best" to educate teachers (McNergney, et al.:1983:53).

Several questions based on the literature could be asked to determine how teachers develop over their careers and whether there are stages in that development:

- What issues concern the teachers? On what do the teachers focus? What are the teachers' needs?
- How do teachers define teaching and/or learning?
- What are the teachers' conceptual levels, implicit theories, problems and satisfactions?
- On what do teachers' rely for support?

- How are the teachers the same and how are they different?

It was the purpose of this study to examine these questions and look for patterns in the responses. The information might provide a basis on which to make decisions about teacher education. The next chapter describes the research methodology and procedures used in the study.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

This study was an exploratory study which attempted to describe teacher growth and development once teachers are in the field, and, to detemine if any patterns existed in their growth. The primary source of data was a semi-structured interview with each of twenty-seven teachers. This chapter will present the methodology and precedures for the collection, analysis and reporting of the data.

Qualitative Research Methodology

The purpose of the study, the description of teachers at different points in their careers, determined the methodology used. Whitbourne and Weinstock say "description of developmental processes involves obtaining accurate knowledge about the status of individuals who are at varying points in development" (1979:299). To gain this knowledge, "purposeful conversations" (Bogdan and Biklen, 1982:135) were conducted with teachers who had been teaching different numbers of years. Although "the opportunity to understand how the subjects themselves structure the topic" was missed (Bogdan and Biklen, 1982:136) by using semi-structured interviews, the researcher used this method because semi-

structured interviews give "comparable data across subjects" (Bogdan and Biklen, 1982:136).

The study included five features of qualitative research identified by Bodgan and Biklen (1982: 27-30):

> 1. Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument.
> 2. Qualitative research is descriptive.
> 3. Qualitative researchers are concerned with process rather than simply with outcomes or products.
> 4. Qualitative researchers tend to analyze their data inductively.
> 5. "Meaning" is of essential concern to the qualitative approach.

Data were collected in the context of the teachers' world - at the school (with the exception of one interview held in a teacher's home). The researcher used her experience and knowledge to "catch the interviewee's meanings, to perceive the framework within which he is talking [in order] to get much out of the interview" (Dexter, 1970:19). As Glaser and Strauss suggest, "[her] job and training [were] to do what laymen cannot do -- generate general categories and their properties for general and specific situations and problems" (1967:30).

The research described the teachers as they were. Nothing was considered trivial and nothing was taken as given (Bogdan and Biklen, 1982:28). Beginning with "a loose conceptual framework of formal ideas, hunches, notions, concepts and hypotheses about the substantive area under consideration" (Glaser and Strauss, 1967:95), the researcher talked with practicing teachers. The semi-structured

interviews enabled the researcher to be true to the nature of the study and respond to the conditions in the field and pursue any topic that seemed relevant to the teacher (Bogdan and Biklen, 1982:71). The data therefore described the situation from the teachers' points of view.

During the course of the interview, the researcher attempted to determine the process of how teachers came to be where they were at the time as well as to describe the "product" -- themselves as teachers at that time in their careers. The researcher came to "learn what the important questions were" (Bodgan and Biklen,1982: 29) in the process of talking with the teachers. She was able, in later interviews, to refer to something other teachers had said and ask the participants their opinions. Determining the "meaning" of the participants was a ~~focus~~ during the interview, the transcription and analysis of the tapes.

Several problems with interviewing may have surfaced in this study and must be considered when drawing conclusions: the credibility of informant reports in interviewing (Lecompte and Goetz, 1982:46) particularly in the retrospective recall (Dexter, 1970:122); "cross-group comparison of constructs may be invalid due to the unique historical experiences of groups and cultures" (Lecompte and Goetz,1982:52; Knox, 1977:11; Bischof, 1969:24-26); and construct validity (Lecompte and Goetz, 1982:53).

The researcher challenged her objectivitiy during the collection and the analysis of the data. She realized she

thought all the teachers were "good" teachers, but, she believed she may not have had this opinion were she teaching with them. This awareness helped her monitor and maintain an analytical stance in processing the information. Samples of transcripts were also sent to two educators for their comments. The comments were compared to those of the researcher to ensure the reliability of the researcher's impressions.

In addition, during the transcription of the tapes of unsuccessful teachers (by their own definitions), the researcher seemed to have offered them excuses. She questioned the value of these interviews. Perhaps more data could have been ferreted out had she pursued the situations of failure more directly. Such challenging or probing questions did not seem appropriate at the time.

Given the above limitations, it was the researcher's obligation to be committed to a "faithful and accurate rendition of the participants' lifeways" (Lecompte and Goetz, 1982:54) and to "objectively study the subjective states of [her] subjects" (Bogdan and Biklen, 1982:42). In making a conscientious effort to portray accurately the individuals' lives as teachers, or, as Stake describes it, "approximating [a description of] the natural experience acquired in ordinary personal involvement", the researcher attempted to add to the "understanding for all readers" (Stake, 1978:5) in the field of teacher education.

Conduct of the Study

Practice Session

Before entering the field, the researcher interviewed two graduate students, a nurse and a principal, to get an indication of the appropriateness of the questions, how an interview might go and how to collect the data. The questions yielded a lot of information and seemed to flow easily. The data collection method, recording verbatim with paper and pencil, was awkward: manipulation of the materials was difficult; recording the responses hindered the follow-up of some questions; and, deciphering the notes afterward was time consuming and sometimes extremely difficult. From this experience the researcher decided to tape record the interviews, with the subjects' permission. She also revised the questions.

Solicitation of Subjects

In April, 1984, the researcher contacted by telephone the superintendents of a number of Alberta school districts. She explained the nature of the study and what commitment it would require on the part of teachers. The telephone conversation was followed up, in most instances, with a personal meeting and a written summary of the research proposal. The superintendents were positively inclined to the methodology and the practical nature of the study. Most raised the subject at their next administrators' meeting.

One administrator invited the researcher to present the request in person at the meeting. Another asked for volunteers through a monthly bulletin distributed to the schools. (This district had only one principal volunteer.) The other districts had several principals volunteer to discuss the project with their staffs. The researcher met with interested principals to answer questions and make further arrangements.

The principals discussed the study with their staffs in different ways. Some raised it at a staff meeting and asked interested teachers to contact them. Some mentioned it to their staffs and asked, on an individual basis, certain teachers if they would participate. One principal invited the researcher to make the request herself at a staff meeting.

The sampling was "purposeful" (Bogdan and Biklen, 1982:67) on the basis of a varied distribution of years of experience. The researcher proposed to interview a minimum of twenty-five teachers. It was anticipated that this number would most likely ensure data saturation. Glaser and Strauss suggest the researcher "should continue to saturate all categories until it is clear which are core categories" and warn that "the researcher's anxiety to °know everything,' is not necessary for theoretical saturation" (Glaser and Strauss, 1969: 71, 73). "The constant comparative method in contrast to analytic induction

requires only saturation of data -- not consideration of all available data" (Glaser and Strauss, 1969:104).

There were more volunteers than required. Twenty-seven teachers from eight schools in three school districts were interviewed. Subjects were assured that their responses would be confidential. The superintendents know which schools and teachers were included, but only the researcher knows who said what.

Field Research Strategies

The teachers were asked for an interview which might take an hour, or whatever time they could give. The researcher made herself available to the teachers so that they could choose a convenient time for themselves. Keeping in mind the caution to restrict the number of interviews at any given time to avoid confusion and researcher fatigue, she held more than one interview to eliminate unnecessary travel on her part, whenever possible.

The teachers and the administration greatly facilitated the researcher's work. Timetables were rearranged, classes were covered, preparation time was given up, and out-of-school time was used for the interviews. The researcher attempted to cause the least inconvenience possible. One hour was usually made available by the teachers for the interview. Twenty-seven teachers were interviewed individually.

Finally, the subjects were asked to record any insights or thoughts they had on the topic after the discussion and to forward those to the researcher. Nothing was received. Given the time of the year and the busy schedules of teachers, the lack of response was understandable. Follow-up comments, however, would have added a valuable dimension to the study.

Data Collection

During the months of May and June, 1984 the researcher went to the schools and interviewed the teachers. With the permission of the subjects, all interviews were tape recorded. The researcher introduced herself and reviewed the topic of her research with the teachers as a means of making the person comfortable. During this initial "ice-breaking" the tape recorder was tested and any concerns about the study were discussed. The interview began with whatever topic seemed comfortable, usually the educational and experiential background of the teachers to this point in their careers. From there, the researcher pursued topics as they arose checking her outline before the end of the interview so as to include any pertinent information that may have been missed.

The wording of questions was not the same from one interview to another, nor was the order of the questions. Many times, questions did not have to be asked because

teachers mentioned the topic. This seemed to verify the appropriateness of the issues being considered in the study.

Several teachers said that some of the questions were ones they had not considered before and were difficult to answer. Some thought that their answers would be different if they had had the questions beforehand and had had time to consider their answers. They were not reluctant to share their thoughts without prior consideration, but seemed to think that their answers might be "deeper" had they had more time for reflection. A few thought that they would probably think of an answer, implying what they would consider a "better" answer after the interview. However, they answered any question asked but did not send any further comments, as invited to do.

The teachers seemed relaxed and candid. There were times when they disagreed with the researcher's paraphrase or suggestion. Some confirmed the confidentiality of the interview before sharing certain pieces of information. In a few instances the researcher questioned the reliability of the information given: one individual who said he could be tough when required seemed timid and the researcher wondered about the validity of the remarks; another laughed a lot and made many references to the tape recorder. One teacher said the answers would be different because the tape recorder was used. All participants were co-operative. Several commented on enjoying the interviews. As Dexter

suggested, they seemed to value "the opportunity to tell something and talk with an understanding stranger" (Dexter, 1970:37).

As the interviews progressed, the researcher was able to add new ideas or verify other teachers' perceptions. In some situations, the wording of the questions became more succinct because of her experience with other teachers and the interviews became more directed. The data collection process was thereby improved.

Between the days in the field collecting data, the researcher read or attended to other responsibilities which gave her the recommended "break" between data collection sessions. Driving between schools offered reflection time. Throughout the data collection, the researcher recorded questions, personal insights and ideas, and any potentially relevant data in a journal.

Data Analysis

In the fall of 1984 the researcher proceeded to transcribe the tapes in the order in which the individuals had been interviewed. She recorded notes, comments, and questions for further consideration in her journal as she transcribed the tapes.

Tapes of the first three interviews were transcribed verbatim. However, it was decided the extra time and effort needed for complete verbatim recording would not

significantly benefit the analysis. For subsequent tapes, the researcher recorded the majority of the teachers' comments. Only the key word or words of her questions were recorded. Repetitions, interjectory remarks and specific examples were not recorded unless deeemed of particular note.

The analysis of the data was an on-going process until the writing of the final document. It began in the form of questions, comments, ideas for further study which the researcher recorded in her journal during the interviews and continued in this format during the initial transcription of the tapes.

After eight tapes the researcher stopped to consider what the teachers were saying. Teachers seemed to be making similar statements. She summarized all the notes under a simple classification system suggested by the main categories of her interview schedule and an "Other" category. Initially, each new idea was a new category.

The transcription of the tapes was completed in two months at which time a list of categories was compiled. At this point the researcher went back, reread the transcripts of the tapes and highlighted any words or phrases of interest to the topic. After the fourth tape, different colors were used to identify ideas having to do with : 1) teaching in general -planning, concerns/needs, other teachers, definitions of teaching, theory in use, philosophy, extracurricular activities; 2) the teacher as

a person - self disclosure, role, sources of support; 3) teacher's career - preparation, changes during the career, stages; 4) teacher's professional activities and needs; and 5) teacher's satisfactions, rewards and success.

Upon completion of the first full analysis, a spreadsheet using Lotus 1-2-3 software (or chart, see "Use of the Computer", p. 45) was used to summarize the data. Initially, thirty-seven categories under five main headings were used: Experience; Orientation; Teacher Role; Success; and Miscellaneous (see Table 1). These categories related to the headings mentioned above but also included specific items which had emerged during the data analysis.

The transcripts were then coded and cross referenced on the spreadsheet. As Glaser and Strauss suggested, while coding an incident, it was compared with previous incidents in the same and related categories (1967:106).

New categories were coded where they emerged and for the remaining data. The researcher did not go back unless the category was not "saturated" (Glaser and Strauss, 1967:112). This and the ensuing data analysis served to define the categories. They were refined and reorganized into the summary printed in Appendix A and discussed in Chapter IV.

Table 1

Categories for Analysis

- Experience
  - Years experience
  - Grades taught
  - Schools
  - Substitute experience
  - Other experience
  - Level education
- Orientation
  - Analytical
  - Self-evaluative
  - Lifetime growth or learning
  - Seeks help
  - Attitude Positive
  - Creative
  - Cautious
  - Lucky
  - Future plans
  - Perspective
- Teacher Role
  - Academic
  - Values-related
  - Other
- Success
  - Students
  - Parents
  - Superiors
  - Colleagues
  - Personal
- Miscellaneous
  - Examples
  - Other teachers
  - Extracurricular activities
  - Planning
  - Seeks change or challenge
  - Reading
  - Fun/enjoy teaching
  - Love/enjoy kids
  - Failure
  - Personal/Professional
  - Reference to study
  - Student teachers
  - Pages of transcript

The spreadsheet format was used for quick location of the data in the transcripts. The summary on the spreadsheet also enabled the researcher to compare the answers of the subjects grouped according to their answers on any one or two of the categories.

Some of the themes with which the researcher had begun the study were included in the above spreadsheet summary. Data for role, planning, and concerns were located with use of the spreadsheet. However, references to these and the other themes - success, satisfactions and rewards; support; and stages - were extracted verbatim from the transcripts and copied into another file for analysis. These were collected in ascending order of years of experience. The analysis of each theme identified subheadings which helped describe the data.

For example, all descriptions of teaching that might imply changes or stages were collected in a file called "Stages". This file was then used to identify personal change over the years, descriptions of the teachers in their careers, reflections of themselves or others at different points in their careers, and specific references to stages of teacher development during their careers. During the analysis of these secondary, topic-specific files, themes emerged.

Throughout the analysis of the transcripts, the researcher would refer periodically to her journal. In this way, questions, hunches, ideas and comments from different

points in the analysis were reviewed. This process provided a stimulus for analysis and hypothesis generation and revision.

The data analysis occurred continuously: during and after the interviews; during the transcription of the tapes; during the coding of the transcriptions; and during the writing of the report. The development of categories began as the resercher summarized her notes. After transcribing the tapes, all categories created were summarized on a spreadsheet. Definitions of the categories were developed during the rereading and coding of the transcripts. Two stages of the constant comparative method (Glaser and Strauss, 1967:104), comparing incidents applicable to each category and integrating categories and their properties occurred at this time.

The organization of the spreadsheet "clarified the logic, removed non-relevant properties and integrated elaborating details into the major outline of interrelated categoreies" (Glaser and Strauss, 1967:110). Reduction continued through to the writing of the document.

The data analysis culminated in the reporting of the data. The researcher wrote considering "the coded data, a series of memos, and a theory" (Glaser and Strauss, 1967:113). The writing process modified the theory into that presented in Chapter VII.

Reliability Checks

At the completion of the transcription of the tapes, copies of five transcripts were sent to two readers, a principal and a teacher, for their comments. The readers were asked simply to read the transcripts and highlight, make comments, ask questions of anything that seemed important to them (see Appendix B) and return the transcripts and comments to the researcher. Their analyses were then compared to the researcher's for similarities and differences. The comparison gave the researcher new insights and confirmed many of her thoughts in her analysis.

The Use of the Computer

The computer was used throughout the analysis of the data. The transcripts were typed on the computer using the MULTI MATE word processing package. It facilitated the manipulation of the data in the searching for specific references and otherwise processing the information.

Lotus 123 was used to record and then sort a summary of the data into ascending order of the teachers' years of experience (see Appendix A). The spreadsheet facilitated the collation of the data and a comparison of answers from one subject, or group of subjects, to another. The categories analyzed in this way were themes which were

abstracted from the teachers' comments. They are defined in Chapter IV.

The analysis and the writing of the manuscript were done using the SAMNA word processing package.

Conclusion

Data were collected from the twenty-seven individual interviews, as mentioned earlier. Four of the participants were administrators. The researcher did not differentiate between teachers and administrators in order to protect the anonymity of the respondents. All but one of the administrators taught at least half-time.

Code numbers were substituted for the teachers' names. The final two digits indicate the number of years of experience. For example, teacher 21-12 has taught for twelve years. The first two digits were assigned by the researcher as she interviewed individuals (see Appendix C). It was hoped that in this way, the confidentiality of the teachers' identities was ensured.

Two kinds of data emerged: "one that the [analyst] had constructed [her]self; and another that [was] abstracted from the language of the research situation" (Glaser and Strauss, 1967:107). Teachers raised several ideas that were not anticipated prior to the interviews but which seemed pertinent to the topic. The different comments were recorded as categories and summarized on the spreadsheet in

Appendix A. The re-occurence of some data caused the researcher to wonder who said it, how many said it, was there a difference between those who did mention it and those who did not, and, were the comments significant to the research topic. The spreadsheet facilitated this analysis.

The initial list of categories is recorded in TABLE 1, page 42. Further analysis led to summarizing the data under the following main headings: Experience; abstracted themes; and constructed themes. Experience serves to introduce the subjects. The Abstracted Themes, subdivided into Critical Thinking, Growth, Perspective, Personal Traits and Professional Traits, present the data which were abstracted from the research situation. The data in Experience and Abstracted Themes are presented and analyzed in Chapter IV. The data Constructed by the researcher's questions are described in Chapter V under the appropriate headings. A description of the headings and examples of some answers will be given in each section.

CHAPTER IV

PRESENTATION AND ANALYSIS OF ABSTRACTED THEMES

Introduction

Twenty-seven teachers and administrators from three jurisdictions were interviewed during a six-week period. The subjects had answered a request for volunteers from the administrator of the school. The teachers' responses showed a wide range of comments. It is the purpose of this chapter to introduce the subjects' experiential background and to present and analyze the data which were abstracted from the interviews. The categories included were a) mentioned by several teachers and seemed to have relevance to the area under study, or b) identified by the teachers as important to their development as a teacher.

Initially a definition and examples of each category are given. The data are presented in ascending order of years of experience (the last two digits in the coded label) without interpretation to show their relevance to the study. After the data have been described they are analyzed for emergent themes, where applicable. This analysis will lead to the conclusions and implications discussed in Chapter VIII.

Experience

The teachers were asked to summarize their educational and occupational experience to date. The group of twenty-seven teachers seemed to represent quite a range of characteristics. There were teachers who were excited by the unlimited rewards and satisfactions they received through teaching and others who were disillusioned and dissatisfied. The subjects may not be typical of the population from which they were drawn because the teachers were selected according to their years of experience and willingness to participate.

Generally, the range of their experiences was great: from one to twenty-five years; from two to twelve different grade levels; from heads of colleges to beginning teachers; from those who had taught in one school only to those who had taught in different countries; from those who had only two years of training to those who had post-graduate degrees; and, from those who had had no experiences outside of the school situation to those who had entered teaching in their thirty's. The data are summarized in Appendix A.

Source of the Categories

The researcher initiated the interview usually by asking the teacher to summarize their educational background and their experience to date. In the process of so doing teachers often made comments about certain situations being

very important to their development as teachers. In the analysis of the data, these references became categories for further consideration.

Teachers valued experience in other grades. As one teacher said teaching earlier grades helped her understand and work better with the older grades.

> 20-14: I taught Grade One for seven years and it taught me a lot about children's development. ... I think when I taught [Junior and Senior High] before, I didn't take all this into account.

Other teachers who wanted a change or new challenge considered teaching a different grade.

Some teachers indicated a "growth spurt" after changing schools.

> 16-09: I needed a change ... think I was getting stale in my job ... I like this much better than what I was doing the last couple of years in the high school. There have been a lot of changes, so in many respects there's been more work, a lot more work, [but] also more rewarding. [It is] more interesting because it's new.

There were teachers who indicated that substitute teaching was important in their development. When asked what kinds of things throughout her career had helped her along as a teacher, one person replied:

> 17-05: Subbing ... subbing ... It's horrible, really, on the one hand, and on the other hand, if you're a wimp at all going into it, you're certainly not when you come out of it.

Teachers who had entered teaching after other experiences felt they had an advantage in university or in adjusting to teaching. They made comments such as:

> 14-01: I had some excellent courses, but, again, because I was older [over 30], had taught in

> Sunday School, I had a good idea of what kids would respond to. I found some of the theory very interesting. Maybe I was more selective but I found some of my courses, excellent, super. ... Not all of the professors - weren't always realistic, but you just overlooked that and took the good stuff. ... Other kids sitting there didn't know what to pick ... It was fascinating to read what stages my [own] kids went through and why. ... I read chapters I didn't have to, just because it was interesting. ... I think you retain it more easily.
>
> 29-03: Having worked outside the school environment ... and working with other people helped a great deal and set up work habits for [my]self, organization habits. ... I wouldn't want to come out, my first job as a teacher. I think that would be very overwhelming at first.

Therefore the researcher recorded, when made, any references to the above information. The categories are defined as follows.

Years

The number of years the person has taught, including the present year was recorded in this category. In the case of administrators, the years teaching were combined with the years in administration for their total experience. Table 2 shows the number of teachers within a specific number of years of experience. The years of experience were grouped according to a general pattern suggested by the teachers and discussed in Chapter VI. The teachers' experience was rounded off in order to protect the anonymity of the subjects.

The range of experience was from one to twenty-five years.

Table 2

Distribution of Teachers

Years	Number
1 - 3	5
4 - 7	7
8 - 10	5
11 - 15	7
> 15	3

The distribution was quite even with the predominance of teachers between the years of four and fifteen.

Grades

This category listed the different grades or types of classes the person had taught. Not all teachers were asked so the data may be incomplete. Everyone had had more than one grade (see Appendix A) but the situations varied greatly: for some the range was only from grades four to six while for others it was from grades one to university. Some had taught the same grade but in different schools, which changed the situation. Others had taught children of the same age but in different "streams": regular and special education. There seemed to be many extenuating circumstances.

Schools

The number of schools in which the person has taught was recorded in this category. As with Grades, teachers may

have taught more than was indicated in the interview because the direct question was not always asked. The different situations made direct comparisons difficult.

Substitution Experience

A 'yes' indicates the teacher has had substitute taught or, as in one case, been a teacher's aide. When the data were sorted according to a positive response to this question, the following trends were noticed in the group of eight teachers:

- their experience ranged from one to fourteen years;
- they did not indicate they sought help
- they did not indicate they had gained perspective on separating their personal and professional lives; and,
- six of them indicated they had fun and loved teaching and students.

Other Experience

A 'yes' on the spreadsheet indicates that the person a) had had a break in teaching service; b) entered the profession after a break from high school; or, c) entered university as a mature student. Sixteen teachers fit in this category.

When the data were compared for trends, there seemed to be only one difference: the only people who referred to being cautious (five of all the subjects) were in the group who had had other experience.

Education

The level of education simply indicated the degrees received or the years of university attendance, and where applicable, graduate studies. Several teachers mentioned taking courses for interest, not credit. Others felt continued education was a professional obligation. Some took courses as a "renewal". Courses of both a professional and a personal nature were mentioned and were considered equally valuable by the teachers.

Summary

There were situations related directly to their experience and background which affected their development over their careers. However, the interrelationship was too complicated to determine with any confidence any particular patterns. The teachers indicated that the following experiences caused them to grow as teachers:

- teaching different grade levels, different types of students, and at different schools;
- substitute teaching;
- other, non-teaching experiences.

From the data received, it could not be said that only teachers who had one or all of the above experiences developed as teachers, nor, that these experiences guaranteed teacher development. All that can be concluded is that these experiences did affect some teachers'

development over their careers. If the data were considered with other information, patterns may be evident.

Abstracted Themes

As the researcher talked with teachers, references to things like being creative, cautious, and lucky were repeated from one individual to another. During the analysis of the tapes, the researcher noted these references because it seemed they may be related to different levels of teacher development. The instances were summarized in the spreadsheet. The data were then sorted according to who said 'yes' in each category for comparison purposes. The presence and absence of trends within the group are indicated at the end of each sub-heading.

The spreadsheet (Appendix A) contains a 'yes/no' indication only. A 'no' does not mean the person could not be described that way but only that that characteristic or trait was not obvious from the interview data. The researcher made no attempt to judge to what degree the characteristic was present. Traits or characteristics which were mentioned by the subjects, or, which, in the opinion of the researcher, were demonstrated during the interview were included. If the characteristic surfaced once, 'yes' was indicated. For her records, instances were recorded as they were encountered and cross referenced in the transcripts. However, a thorough search was not made to record every

example for each teacher. Glaser and Strauss (1969:112) suggest this is unnecessary.

The constant comparative method was used to determine the categories (Glaser and Strauss, 1969: 105-113). It seemed the categories fell into five main headings: critical thinking -analysis and evaluation; growth - lifetime growth or learning, seeking outside help, seeking change or challenge; perspective - with regard to failure, personal/professional balance; personal traits - positive attitude, creative, cautious, lucky; and, professional traits - enjoy or love teaching/pupils, participation in extracurricular activities, discussion of other teachers. Examples and non-examples refined the headings and sub-headings. These are explained in the next sections. Examples are provided in ascending order according to the years of experience.

Critical thinking

Instances of analysis and self-evaluation were recorded in separate columns although their relationship was obvious. Only on two occasions was there a difference between the categories. Teachers demonstrated critical thinking in terms of the analysis of the situation, students' progress or needs and in the evaluations of their own performances and their instructional programs.

Analysis. A 'yes' indicated that the person demonstrated analytical thinking during the interview, in

the opinion of the researcher. Examples of comments included are:

> 15-05: Not really but I just feel that their sentence structure is not as good as other kids that I've had ... Yes I think it has affected their sentence structure ...
>
> 11-08: And that just helped me to know, 'Look, this is my room and we're going to work together. This is what I want' - a lot of I and Me, but it helped me get off to a good start and then I could let the children in more and more in directing it, but I have found with those type of children, you really have to have things clear in your own mind.
>
> 30-15: What program would best suit our needs? Started looking at what was happening in ZX Public ...; started looking at the research as to what long-term learning effects there were and the more we looked at it, the more we liked it.

Only three people, who had taught for two, six, and twelve years, did not indicate analytical thinking in the interviews given.

Self Evaluation. Included in this category were specific references to a teacher's critical analysis of personal strengths and weaknesses or the teaching program the teacher offered. A 'yes' indicated an evaluation of their own teaching and instructional abilities.

> 17-05: I don't think it would be good for me to teach them again.
>
> 11-08: [She] was very different from what I was when I first came out. ... She was able to help me and I was able to help her get used to the kids.
>
> 16-09: I've taken on a lot of things, not just in teaching. ... go in phases, get too involved, back off. Professionally I do that as well.

The people who did not indicate analytical thinking plus the teacher with twenty-five years did not refer to self evaluation, as defined above.

Growth

Several comments seemed to indicate an orientation toward growth and development. The sub-categories included were: lifetime growth or lifetime learning; seeking outside help; and, seeking change or challenge. The categories were defined as follows:

Lifetime growth or learning. Only when the individual made a specific reference to this concept as a goal or fact was it recorded here. No teachers with fewer than four years of experience mentioned it. However, not every teacher with more experience did.

> 19-04: ... teaching has always been a learning experience. I spent more time learning from the kids than anything else. ... [Good teachers] are continually changing.
>
> 18-08: The whole object is to become a life-long learner.

Seeking outside help. Only five teachers indicated specifically that they sought outside help.

> 19-04: I also believe that if you're not sure when you're doing, you're making mistakes, pull somebody in to observe you, get their impressions.

Only one person with more than ten years of experience referred to outside help. The others had between seven and ten years of experience.

Seeking change or challenge. All but four teachers referred to wanting, needing, or seeking a change or a challenge. Many said they would not stay in teaching if there were not something new. Others went through times when they knew they were ready for a change. The change or challenge may come in the form of changing grades, schools, subjects or re-doing courses. To several teachers, the different classes from year to year created enough of a challenge to motivate them. The changing nature of teaching was one of the rewards or satisfactions of their careers for many teachers.

> 4-03: Teaching is never a job I would ever get tired of. Every day is different. Each year, you have thirty different people who take it off in a different way.

> 21-12: Then after three or four years, I went back and started to redo a subject a year. ... Maybe it looks to others like I am in a rut, but I like teaching Grade X. I like the mental, emotional level.

Perspective

Gaining perspective is used in this context to mean seeing things more realistically. Sometimes the teachers used the word perspective; other times, the researcher used it to describe the teachers' attitudes. There were many situations over which teachers gained perspective: personal limits; amount of change which was good or desirable; time; success and failure; separation of personal and professional lives; future; etc. A few of these are considered below.

Even the first- and second-year teachers indicated they had gained some perspective over their year(s) of teaching.

> 14-01: You've had bad times, but it's not the end of the world.
> ... I quess it's one of those things, that you think, well, it isn't ideal, but for right now ... [it's a] survival technique and I don't think it's really bad.

Some teachers specifically referred to placing their careers in better relationship to their personal lives.

> 1-07: These people [first year teachers], they work hard, maybe too hard. You can't, and I find I separate -and I learned that early, probably after five days - there's your school work and there's your home life.

Others gained perspective on the expectations for themselves and their students.

> 19-04: My philosophy has changed to the point if I can help one or two kids, that's fine.

> 8-10: [Being involved with the regular program] sort of gives me a realistic perspective. After you've been in special education for so many years, you feel, 'mm, am I really on target?'

Several indicated that, for them, a change in perspective came over their careers with regard to accepting their strengths and weaknesses. They were able to accept failure without considering themselves failures. Only ten teachers portrayed this perspective. The youngest in experience was in his fourth year of teaching.

> 15-05: You get so many things happening throughout the year that really get you down and you think you're not doing your job. Like, I've got one child this year, that I feel I've failed him. I haven't done enough and I think I'm too hard on myself. I've done as much as I can and there is only so much you can do.

The first year teacher demonstrated a negative example: she had not gained perspective on professional expectations of herself.

> I have worked hours and hours and hours and yet I don't always meet success with every kid and that is, I find, hard to cope with. [In any job I had before], there was always an answer, if you stuck with it and worked hard but I don't always have answers here.

Teachers described the change in perspective as growth over their careers.

> 16-09: that's one thing that has changed. When I first started teaching, if they didn't learn, I was so upset. I've learned to live with that. There is definitely room for improvement. I'm not saying I'm great.

Perspective seems to be gained during the teachers' careers. There seem to be different "levels" of perspective from the immediate, short-term situation to the broader, long-term situation, and, it seems to include how they plan, how they evaluate themselves and others, how they distribute their time, and how they view teaching in general. This category encompassed many concepts and seemed related to "change" during their careers. As such, it is studied further in Chapter VI.

Personal Traits

During the analysis of the interviews, the researcher became aware of several personal characteristics which seemed to describe some teachers. Instances of their occurrence were noted for further analysis. The list

included: having a positive attitude; being creative, cautious, lucky, relaxed, flexible, confident, cynical, and organized. Some of these terms were used by the teacher being interviewed; others were selected by the researcher. Being positive, creative, cautious and lucky seemed to represent an orientation related to personality, and are discussed below.

Positive Attitude. Some teachers mentioned purposefully looking at the positive side of a situation or turning a situation into something positive. Because having a positive outlook is one of the descriptors of mentally healthy people (Sheehy, 1979), these references, or, examples of a positive outlook during the interview were recorded. Nine teachers had this positive orientation:

two in the fourth and fifth years;

three in the eighth and ninth years;

four out of five with more than fourteen years.

Most references were made about turning a negative situation into a positive one:

> 19-04: First year teaching ... [was] probably the roughest year of my life, ... but I got through it and I learned from the kids. ... I feel after going through it, it was the best thing that ever happened to me.
>
> 17-05: I look at the negative things in how can I make this a positive thing.
>
> 11-08: I take a program and pick out something positive I can use. It's too easy to look on the negative.
>
> 2-14: Even though I was terminated, I've learned how to handle things much more effectively.

> ... Getting fired was a significant [change] point, and that was good because it gave me a chance to reflect. ... I learned to relax, play games, not get too frustrated with anything. And I realized what the problem was.

> 12-24: I think the excellent teacher is the person who can turn negative situations into positive ones.

Many teachers had a positive outlook, but, in this case, only those who specifically mentioned a conscious effort of making something positive were identified.

Creative. In this category were recorded the individuals who made a conscious effort to be creative. Six teachers whose experience ranged from two to fourteen years referred to this quality.

> 3-02: I'd like to think of myself as being very creative.

> 19-04: You have to be very creative and innovative when teaching these kids.

> 13-07: [Teaching] is never the same. Therefore it's challenging. ... [it requires] creativity.

> 11-08: One of my goals is to become more creative, to do something of my own, that someone else hasn't thought of before.

> 20-14: I do think somewhere along the line unless you really push yourself, you lose your creativity. You lose that ability to innovate, even the desire.

Cautious. Three individuals indicated a caution with regard to program implementation. The uniqueness of this reference caused the researcher to wonder if it might indicate a wisdom borne of maturity.

> 19-04: If you keep changing through the year, use diffent things all the time, you're not going to be a very good or effective teacher. You have to

test out one or two strategies to find out which is more effective.

11-08: When I try something new, I do only parts of it. I bring in little bits at a time, see if I think its' going to work and then increase until I know it's working effectively. I would say I'm fairly cautious.

25-12: Maybe I cling to the old ways because I'm insecure. I don't know. But I don't really feel insecure. I think I'm a little slow. I like to feel very confident about what I'm doing and maybe I take longer to make sure this is going to work.

Lucky. It surprised the researcher that teachers seemed to consider themselves lucky when they were talking about positive experiences. Did it indicate a lack of ownership of control in the situation, or did it indicate a level of maturity in realizing the capriciousness of the situation?

9-04: We're lucky in this school because ... a lot of the courses are teacher designed within certain guidelines.

19-04: So far I've been lucky. I've only had two bad classes.

1-07: It was either probably stay up there for ten years or get out right at that time ... I was fortunate.

18-08: I've been lucky. ... In terms of growth, I feel I'm still growing.

25-12: I don't know whether I've just been incredibly lucky because I have enjoyed every school I've been in and I've enjoyed the principal and I've had no trouble with them or the staff.

30-15: I guess I have been lucky being around people who have a positive attitude and do things.

... I was very fortunate in my teaching career that I was able to talk to kids and I was able to hear what they were saying and not be defensive.

> 28-21: I think I've learned a lot over the years, but I started out with that sort of philosophy. I was very lucky. I had an excellent teacher in Grade Eleven and I taught with him for five years in high school ... I've learned alot and grown a lot.
>
> 26-25: I think the best year I ever had was when I taught at Y. I had two years there with just super kids. ...I consider myself fortunate to have had those children.

Other Traits. Some teachers mentioned being flexible, organized, relaxed, and confident to describe changes in themselves over their careers but the instances were not summarized in the spreadsheet. The researcher decided to discuss these characteristics during the consideration of changes during the teaching careers.

Professional Traits

Certain orientations toward teaching were obvious from the interviews and seemed worthy of further analysis. Their attitudes toward teaching, students, other teachers and extracurricular activities were included in this section.

Love, Enjoy, or Have Fun Teaching and Love, Enjoy or Have Fun with Pupils. Three teachers did NOT make a reference to feeling this way about teaching and/or "kids". Another thirteen mentioned only one of the two categories. Because of their similarity, the categories were collapsed for purposes of analysis. Examples of the comments included in this category are:

> 29-03: You have to really like children, enjoy being with them.

19-04: But the thing that keeps you from being completely cynical is, the thing is, I'm enjoying working with the kids. I'm having fun, which is the most important thing. When teaching stops being fun, it means I have to move.

30-15, when asked what keeps challenging him at this point: [There are] selfish reasons, [too]. I love my job. There are days I find it very frustrating but I love what I'm doing. I wouldn't trade this in a million years.

Many teachers identified negative points about teaching but did not find they outweighed the positive ones. One teacher described her feelings as a love/hate relationship.

13-07: I get discouraged quite often with the teaching. ... I did try to get out of teaching [but she became bored]. ... I really vary in my feelings because I enjoy teaching but I hate teaching at the same time. [When asked to pursue that, she explained] The things that I like about it is it's never the same. ... I enjoy working with students.

Other Teachers. Twelve teachers referred to other teachers when making a point. It seemed recording who did mention other teachers may shed some light on the manner in which they perceived themselves and their profession in general.

14-01: Probably the biggest thing [that has helped me as a teacher] is listening to other teachers say, 'I've had a horrible day, I can't do anything with that kid.' It has made me think, it's normal. That has been good: other teachers sharing.

9-04: I've been in enough different situations to know that some teachers are too creative and the kids suffer academically.

19-04: There's two types of teachers: the teacher who has a genuine care for the kids and is willing to learn from the kids and change their style, the other kind of teacher which you'll find in business. They're jerks in the sense that

they're just there for a job and it's nothing more, and they don't really care about the kids.

17-05: Teachers are the biggest complainers. ... The ones who complain the most are the ones who do the least.

1-07: Self-confidence is so important, especially for a beginning teacher. You know, if you don't have it after ten years, you'll never get it. And I've seen teachers go down the road because they haven't had it.

11-08: Maybe there are stages and some teachers never get beyond the second stage, or, what sparks them from one stage to another.

25-12: I see two of our senior teachers here who aren't the least bit afraid to try something new. They're a real asset. In fact they're more progressive than I am.

21-12: There are teachers, who, it appears, just don't like kids.

30-15: I'm not ashamed to say I'm a teacher. I would say I'm ashamed of other people who are.

The first-year teacher and a seventh-year teacher indicated the importance of other teachers' influence and support. However, most comments about teachers were negative. The subjects were concerned if they observed teachers who were not behaving in a professional manner. The disillusionment seemed to come after four years in the profession.

Summary

Some of the abstracted themes applied to the group generally. At least twenty-one teachers were analytical and self evaluative, sought change and/or challenge, had gained perspective over their careers, and had fun or "loved" and

"enjoyed" teaching, did not describe themselves as creative or cautious, and did not seek help. There seemed to be no obvious patterns according to the years of experience.

Other themes were not as prevalent. Slightly more than half the teachers referred to lifetime growth or lifelong learning. The people in this group had from four to fourteen years of experience.

Several combinations of characteristics seemed worth considering. These combinations and the analysis are presented below.

Love/Enjoy Teaching and/or Students. As indicated above, most of the teachers said they had fun, loved or enjoyed teaching, or loved or enjoyed students. When the two categories were combined, thirteen of the teachers had 'Yes' in both categories (see Appendix A). Table 3 compares the two subgroups: those who had 'yes' in both categories and those who had 'yes' in only one or neither category.

Table 3

A Comparison of the Teachers Who Did and Those Who Did Not Enjoy or Love Both Teaching and Students

Category	Yes/Yes	Others
Seeks Help	4	2
Creative	5	1
Cautious	3	0
Extracurricular Activities	6	3

Table 3 shows that the majority of individuals who mentioned seeking help, being creative, being cautious and being involved in extracurricular activities were in the 'Yes/Yes' group of teachers. However, their years of experience, which ranged from two to twenty-one, did not seem to suggest any patterns of development, with the exception that ten of the thirteen teachers had between four and fourteen years of experience. A further analysis is presented in Chapter VII.

Growth. Five teachers referred to all three sub-categories - lifelong learning, seeking help and seeking challenge. Again, the range of experience was from four to fourteen years, with three of them having eight to ten years.

The teachers who may be said to be growth oriented showed they had some perspective with regard to teaching. Four out of the five also were analytical, self-evaluative, and creative, enjoyed both teaching and students, and were involved in extracurricular activities.

Conclusion

Several themes which had affected teachers' development during their careers emerged. A change in grade levels, a change in schools, other experience, and substitute teaching experience, according to the teachers, caused them to grow.

However, reference to these events did not appear to have a direct relationship to the years of experience.

The subjects interviewed were similar on certain themes abstracted from their responses. As a group, they tended to demonstrate critical thinking, to be growth-oriented, to have gained perspective, and to enjoy or love teaching and the students. Most did not seek help, were not creative, cautious or lucky, and did not demonstrate a postitive attitude, as defined in this chapter. Within this group, there was not a simple relationship among the characteristics listed above and the years of experience. Further analysis was required to determine whether the abstracted themes or the experience identified stages of development. In the next chapter, the data constructed by the researcher's questions are summarized and analyzed.

CHAPTER V

PRESENTATION AND ANALYSIS OF CONSTRUCTED THEMES

Introduction

The transcripts were analyzed in terms of the question which generated the research (see page 6). This chapter will present and analyze the data constructed by the first question:

> 1. How do the teachers describe themselves at the present point in their careers with regard to:
>
> their roles as teachers;
> their concerns;
> their rewards and satisfactions;
> their definitions of success;
> their support systems; and,
> their planning.

The data are considered under the headings: role of the teacher; concerns; rewards and satisfactions; success; and planning. The last half of the chapter will present the analysis of the data.

Role of the Teacher

Initially, the researcher examined all references to what the teachers thought they should do in the capacity of teacher. The data, given that definition, were too general and required reduction to be comprehensible. What the

teachers thought they should do seemed to encompass two lines of thought: their perceived duties to the students and their own professional goals. The data are presented in ascending order for the first nine years of experience. The changes are summarized at that point. Examples from the remainder of the teachers are used to explicate the development of the teachers' conceptualization of their roles.

First Year Teaching

The first year teacher saw her role as "covering" the basic skills in reading, the "academics" in music and "the main things that a kids should be able to do".

Her professional goals were many: she believed she should "meet success with every kid", "do the best for every kid", "get them to produce like they can" and "find something that will work". She felt responsible to meet "the parents'emotional needs", "to have something special set out for the teacher aide", and "to contribute to the profession".

Teacher 14-01 had high and non-specific expectations of herself in her role as teacher. Others referred to having idealistic expectations that first year.

> 19-04: My very first year of teaching, I thought, I'm going to teach these kids and mold them into the greatest individuals. With my teaching skill and even with the enthusiasm I had, [I could do it].
>
> 8-10: It's from idealistic to practical. You no longer think about you're going to form their

> little minds or how you may have a future prime minister in the classroom ...

The role description in the first year seems to be idealistic "drivers". For teacher 14-01, there was almost a sense of panic. She had lots of expectations several of which extended beyond the classroom. Her role description reflected the academics and were not very specific.

Second Year

The teacher in her second year defined her role specifically in terms of her students of that year, although she said the role would be the same for any class. She thought she should: "first be very firm with these children" and "pass on a good set of morals", and "second, [provide] academic things". Her expectations were few: she seemed to be consolidating her resources.

> I see mistakes that I made last year. I know better now. This year [the number of activities I had] wasn't good enough. I must have lots of things. Everything is much more integrated. Things have a focus.

Learning from her experience, she seemed to be concentrating on refining what she did as a teacher. Her emphasis remained on the mechanics of teaching: having enough activities and better activities.

Third Year

The third-year teachers defined many more aspects of their role. Their responsibilities to their students

included both the academics and values of the curriculum. They were more specific about different components of teaching.

29-03: - to provide knowledge and teach them the skills to get that knowledge.

4-03: - to help them retain what they learn;
- to help children learn different skills and abilities;
- impart very specific knowledge to them;

They went beyond the provision of information to the acquisition of knowledge.

29-03: - to show them how to deal with things like broken pencils;
- to teach them responsibility;

4-03: give children various skills to function

27-03: to develop in them responsibility for being independent, resourceful.

The teachers felt it was their role to develop in the students certain values and attitudes.

4-03: - to make them toward being good citizens;
- to make them feel good about themselves, their peers, and what they're doing so that later on in life they will feel good about society -- they'll feel good about whatever they do for a living;
- to give them the joy of reading.

27-03: - for kids to value education;
- to be excited by learning; to be thrilled by it; to be challenged;
- to have feelings for each other;
- to enjoy reading.

The teachers also became more specific in their expectations of themselves.

29-03: - to be patient;
- to be well organized;
- to really like children and enjoy being with them;
- to be able to get down to child's level;
- to provide help;
- to have a good basis on which to put your marks;
- to keep them interested and liking school;
- to do as much as you can to get the children ready to go on;
- to get the children on the right track on something;
- to open new things for them.

4-03: - to motivate them to learn;
- to reteach something in nontraditional ways;
- to look at ways this new learning can be generalized and benefit the child;
- to teach a process skill, a thinking skill;
- to find something that is going to grab everybody;
- to meet the needs of the children; accommodate all the different levels; meet their levels rather than making them conform;
- to get those kids really excited;
- to give them success.

The third teacher with three years, in a similar way, wanted to be patient, perceive things from the child's point of view, and stimulate the pupils. However, she added another dimension that the others had not included: giving up some of the control to the children. To her it was important to "make the class feel comfortable with you and develop positive relationships".

Fourth Year

The individuals who had taught for four years added other dimensions to the role of the teacher. For one thing, they used more pedagogical terms.

> 9-04: - to create appropriate balance between teaching things and kids;
> - to read your group and adjust curriculum accordingly;
> - to get at application and synthesis.

To accomplish this role, teacher 9-04 thought she had to have a positive attitude and be enthusiastic. She said her role was "imparter of knowledge -- academic and life", referred to "planting some seeds" and giving students the "tools to survive". She seemed to have an awareness of preparing the students for the future which only one teacher before her, teacher 4-03, had had. She did not look just at teaching the curriculum in the "here-and-now". It was up to her to "plan around their needs, weaknesses and interests".

The other fourth-year teacher said his "main job was "to try and help develop the basic skills". Teacher 19-04 had a long list of objectives for himself in order to fulfill his role. A key difference he brought to the consideration of role was a desire to change, learn and improve.

> 19-04:- to be willing to change with the situation and be open-minded to new techniques in teaching;
> - to be willing to learn from the kids and change style;
> - to pull somebody in to help if you're having trouble;
> - to continue with professional development (courses, sit down and listen to other teachers' viewpoints and how they teach);

- to change with caution -- test out one or two strategies and to give them time;
- to admit mistakes;
- to accept failure;
- to be creative;
- to be innovative;

That year in particular, he had learned "to maintain the difference between friendship and teaching" and named it as a new stage in his development. He focussed on the students.

- to genuinely care for the kids;
- to interact with student in extracurricular activities;
- to be willing to sit down and listen to the kids and try and understand where they're going;
- to never let your dislike for a kid influence your teaching of the kid;
- to try everything with a kid and even not give up after you've failed with the kid;

Teacher 19-04 also thought he should "be actively involved with the community so as to get to know the parents and understand the kids better". He felt a responsibility to "make it as easy as possible for the parents to be a part of the school".

Fifth Year

There were two people who were teaching for their fifth year: one had many objectives as a teacher; the other had very few.

Teacher 17-05 considered her role was to do the following for the students:

- to give them as much experience at playing with the language as I can in Junior High;

- to get them to use the language as a tool in Senior High;
- to help them learn.

She went beyond the academics to consider the aesthetic nature of her subject:

- to be able to read a book and enjoy it and know why they enjoyed it; to be able to pick out theme, etc.;
- to have them engrossed in literature and enjoying it.

Finally, she wanted to "give them pleasure in school and make school happy" for them.

For her personal objectives, teacher 17-05 listed many. Like one of the third-year teachers, she tried "to develop relationships with kids". To her, it meant "to be open, silly, real in front of kids", and "to get to know kids". She tried to "instill a sense of responsibility in the kids and not to take on their problems". She gave them "hugs when they need it" and made them "feel important and needed".

She had particular professional goals through which she attempted to accomplish the above. She aimed "to teach things that relate to the kids" and "to teach English in a wholistic or integrated way". She wanted to "take something from everywhere" in order "to share with them my own love of literature".

This teacher was the first to refer to ownership of a problem. She tried to

- be responsible for your own "burn-out";
- to manipulate what is at your hand;

> - I look at the negative things in how can I make this a positive thing.

It was her goal to "stay keen and interested". Teacher 17-05 considered it important "to be able to say 'I don't know' or admit a mistake".

The other fifth-year teacher had goals more similar to a younger teacher. She defined her role in terms of both academics and values, but was general in her identification of what she should do.

> - to try to get the kids to work up to their potential;
> - to try to bring out well-adjusted children;
> - to stress the basics;
> - to make them happy at school;

Her personal goals were similarly brief: "to be organized"; "to keep up with the marking"; and "to help the children".

Sixth Year

Teacher 10-06 added some new dimensions in her definition of the role of teacher.

> Paramount to me is teaching the kids a love of learning and being able to learn on their own, and being able to really want to find about things. I am teaching them methods but also teaching them the independence for them to be able to figure out what they want to be doing and how they want to be doing it.

To accomplish this, she starts out her program "very structured and then moves from structure to less structure to unstructure". Her professional goals are

> - to keep interested;
> - to try to integrate as much as possible;
> - to know the skills and make sure they are being covered;

- to excite the kids about learning.

Seventh Year

One teacher, with seven years of experience, did not define his role in terms of the students at all. When asked how he saw his role as a teacher, 1-07 said, in that school, "it is probably a leadership role. When people need help with discipline problems or general help, they come and see me when the principal isn't around". He tried to do several things as a teacher:

- to make school fun but to make the kids know at the same time you have to learn;
- to be aware of content and where he should be [with the students at given times];
- to be really precise: kids have to know what is going on;

Like previous teachers, 1-07 wanted to "be flexible" and was concerned about his professional growth:

- to use any resources that will help me as a teacher -- day off to observe, get principal in, etc.;
- to remain challenged -- find challenges, if necessary.

He was the first to mention striving for perspective with regard to his work: "to get yourself in the position, I'm only going to do this and that's it".

It was teacher 13-07 who first used the phrase "to individualize the program". She also tried "to teach them the application". She said her role was "to facilitate, to help them gain some knowledge and teach facts".

Eighth Year

There were three teachers with eight years of experience. Their role descriptions varied to some degree.

Teacher 7-08 defined his role in this way:

> first and foremost I'm a teacher. I think I'm more a counsellor than a teacher. I think a teacher can be a counsellor and a friend at the same time. But basically I'm just a teacher in a classroom. I'm not a mother and I'm not a father.

With his class, his objectives were

> - to help kid tone [his or her behavior] down;
> - to modify behaviour;
> - to get them to go back to the regular classroom.

He did not mention academics specifically. His role was "to understand, relate to the students" and "bring about positive change". His philosophy was "you do the best you can for every kid". He had a purpose: "to get a hold of as many of these troubled kids as I can".

Teacher 18-08 was not questioned directly about his role. His conversation did not include any reference to an academic side of his role except "to get kids excited about learning". He thought he should "have kid grow and have positive feelings about his self-concept". To do this he had several goals:

> - build from where the kids is at;
> - attempt to make that child's day a little bit better.

He was willing to "work with kids as long as they grow". He felt strongly that it was his, and every teacher's,

responsibility to "take the control you have" over how teaching affects their private lives.

The third teacher, 11-08 added more dimensions to the role of teacher. She had many explicit expectations for her role. Her responsibility to the student encompassed the cognitive and affective parts of the student's life.

- Knowing the curriculum, tailor my teaching to the particular child.
- Teach whatever the child did not pick up; help them with reading problems.

She believed she had "to help them cope with concerns so that they can learn":

- without compromising your work expectations, help child continue with what they have to do, giving them that little boost that they need;

She felt she had a "job to do that way". Teacher 11-08 had sense of responsibility to "prepare them for life". As a result, when she introduced a new skill she told them how they would use it in the future. She also "let them know what is acceptable in society". She used the technical term, too: "It doesn't mean it's going to transfer, but I try".

Personally, there were several things teacher 11-08 tried to do in her role as teacher:

- expect certain standards consistently;
- look at child, where you are going and how to work him up to it;
- develop positive relationships with children;
- know about their lives so a well-placed word will help;
- if something isn't working, find something somewhere;

She also had the professional goal: "I read anything to try and keep up".

Her role description was comprehensive.

Ninth Year

Teacher 16-09 felt every teacher had a responsibility to teach language arts skills no matter what the subject area. He wanted "to have something to teach and see something at the end where it can be measured". He tended to consider his role with the students to be of a cognitive nature. To accomplish this, he had a few professional goals which included an affective aspect of teaching:

- to relate to them well;
- to become involved with students outside of classroom;
- to motivate students to work;
- to have students enjoy the material.

He saw his purpose was "to get the material across".

Tenth Year and Beyond

There were eleven teachers in this group. Since most dimensions of the role have been discussed in the above sections, only the additional aspects will be considered here.

The teachers often had the goal to behave in a certain way. They seemed to make a conscious effort "to be enthusiastic", for example. Their emphasis tended to lean more toward life skills than the shorter term academic skills. The teachers became more specific, generally, with

additional years of experience. Teacher 28-21 was more specific than any other person in her goals for students to become lifelong learners, although she did not use the term. Her role was

- to open people's minds;
- to make them inquisitive, make them search for things;
- to make them aware what there is out there;

The teacher with the most experience seemed to summarize best what other teachers had been saying:

26-25:
- to cover all the basics;
- to prepare them for the next grade;
- to teach children how to learn,
  how to understand things,
  how to work in logical, sequential order,
  how to put quality into their work;
- to teach the value of good work habits;
- to help that child learn.

Her professional goal was "to teach children, not material" and "to do the best you can for the children you have". This meant considering the family background, stress work habits, character development and language arts more than anything else, and streamlining the curriculum, leaving out the frills.

Summary

Teachers considered their role was to teach students certain academic skills, to influence them toward a positive attitude to learning , the school, and themselves, and to provide them with life skills. With regard to the parents, their role was to communicate with them and make them feel

an integral part of their children's education. The teachers had certain expectations of themselves in the classroom and believed it was their role to behave in those ways.

The teachers' role definitions seemed to change with years of experience. The more experienced teachers defined their roles in terms of the students and personal professional goal as the beginning teachers did, but they were more specific. With experience, teachers seemed to become more direct in working on the particular components of teaching and assume a broader scope for their role definitions.

Concerns

The teachers, in most instances, were asked what concerns they had at this point in their careers. Curiously, the meaning of this question required further explanation more times than any other question. The researcher was reluctant to be too specific because she did not want to influence the teachers' answers. After paraphrasing the researcher or receiving a clarification, the teachers were able to identify their concerns. The researcher was able to identify concerns from the analysis of the transcripts for all but one teacher with twenty-one years of experience.

The concerns were related to their roles as teachers. The reader will recognize some similarities to the previous section. For example, "to do the best you can for every child" and "to help that child learn" were concerns or objectives for themselves in their roles as teachers. These were not included in this section, whereas, "to relate the curriculum to the kids" was. In the second instance, the teacher expressed that as a professional concern related to the curriculum.

The concerns could be categorized under three main headings: PERSONAL; PROFESSIONAL; and EXTERNAL. The personal concerns had to do with the effects of their careers on themselves. The concerns which were related to teaching itself were included under Professional concerns. The external concerns were those which were not related to the teacher personally but which affected the teacher in his or her role.

The distribution of the concerns among these headings varied according to the individuals. In this section only a description of what constituted the range of responses under this heading is considered. An analysis of any apparent change from teacher to teacher is made in the last part of the chapter.

Personal

Most teachers indicated some personal concerns. One of these concerns was "how to juggle [my] career with my

children". Only women mentioned this concern. One indicated the dilemma of not wanting to leave her daughter but being "glad to be back" to teaching. Several also felt unable to leave their positions for a limited time because, they were afraid they "may not get a job" when they wanted to return.

There were certain fears mentioned of a personal nature. The first-year teacher was afraid she would "never have a normal life again". Several teachers were afraid of becoming bored. A few feared the evaluation of others -- parents, aides, teachers, administration. In this regard, one teacher said she lacked self-confidence. Another said "you don't want the rest of the world to know you're having trouble". Two teachers were concerned for their jobs the following year. A few teachers mentioned problems dealing with their colleagues.

> 9-04: I still find that I'm still really uptight with my peers. ... I wish I could get over that because I think it is a real handicap.

> 11-08: My weakness is dealing with my contemporaries, colleagues. I haven't got the skills to deal with adults that I have to deal with parents and children.

Some personal concerns were specific to the situation. One teacher was concerned about dealing "with an abrasive woman". To another, the realization of long-term goals was a concern. The above examples seemed directly related to the person and less related to the career. However, there were personal concerns of a professional nature.

Professional

The professional concerns represented the largest category. They seemed to be divided into three sub-headings: SELF AS TEACHER; the NATURE OF THE JOB; and the NATURE OF THE PROFESSION. Definitions and examples for each category are given below.

Self as teacher. The concerns included here were related to their perception of themselves as teachers -- their competence and their attitudes. The concern with their competence ranged from simply wondering about their ability to do the job and how adequately they were doing it to having a repertoire of teaching alternatives.

> 14-01: ... that I find hard to cope with: I don't always have answers here. ... I don't think he's producing like he can and I don't know what to do about it.
>
> 3-02: This year, I say, 'it worked, let's make it work better'.
>
> 11-08: to get better at communicating with other teachers re child's progress.
>
> 5-13: to learn more games ... [I] feel [that I am] cheating the kids: could do more but don't know what.
>
> 2-14: to provide activities at higher level of Bloom's taxonomy; ... to develop sensitivity to the lower kids.

Teachers shared concerns about their attitudes as teachers. They wanted to be organized, enthusiastic "when I'm not feeling any more enthusiastic than they are", "to change - keep the good and take away te bad". One wished

he were "more clever in helping some of these kids". Another was concerned she was "too set in [her] ways".

The teachers' concerns with regard to themselves as teachers did not describe adequately all their concerns. More important were the concerns related to teaching.

Nature of the job. There seemed to be a number of concerns related to the nature of teaching: the lack of external rewards, the lack of obvious results, students' behaviour and attitudes, and the difficulty in meeting their students' emotional and academic needs.

This category included the group of professional concerns which identified the lack of success and external rewards.

> 14-01: With teaching, I have worked hours and hours and hours and yet I don't always meet success.
>
> 17-04: You don't really see the results. You hope, in your idealistic way, that you really see some progress ... and sometimes you get really discouraged.
>
> 2-14: [Teachers] often don't get, you know, they get a verbal 'Well, you done good', so to speak, ... but that's as far as it goes.

Teachers were concerned with students' behaviour and attitudes.

> 3-02: ... rowdy kids have been a concern. I have them under control, but I am concerned about them next year.
>
> 13-07: I find the behaviour of the students gets to me a lot more this year than previous years. They seem a lot more ill mannered in a lot of ways.
>
> 5-13: A lot of my concern is for the kids' attitudes ... 'What's the use of getting an

> education? There aren't any jobs out there anyway.' And especially for this school, they think they're dumb. ... It's hard to fight the apathy.

Together with these concerns, they are worried that they meet their students' emotional and academic needs:

> 4-03: My main concern is meeting the needs of the children. How do you motivate them? How do you help them retain what they learn?
>
> 16-09: I really feel, one of the things that's really lacking is certain skills, their reading ability, their writing skills are weak and their listening ability is poor.

Teachers have some concerns related specifically to their situations:

> 3-02: [It bothers me to spend] ten minutes with one child when you could be spending it with two other children. That's taking away from other children who need it just as much as he does.
>
> 19-04: I will be teaching the same kids next year and I am concerned that the old problems [will] re-occur.

The nature of the job the teachers tried to accomplish concerned them and led into a more general concern with the profession.

Nature of the profession. A third group of concerns was more general and seemed attributable to the profession itself. Teachers were concerned about many issues in their profession: their training, the lack of support in teaching, other teachers, and teacher welfare issues.

The concerns about training were both past and present. One teacher expressed it in this way: "I find even after four years teaching, I'm still incomplete in my training".

The concern encompassed the preparation of other teachers as well as themselves:

> 1-07: One of the biggest concerns would be that the University -- they don't prepare you enough.
>
> 27-03: More time should be spent in the classrooms. That's where I learned to teach.

Most teachers identified professional concerns, areas in which they would like more training now. For some, it was general: " to finish off the two courses I am taking". Many of the identified needs were very specific to the teachers' situations:

> 27-03: I wish I had had more reading methods. There are so many ways to approach reading. I am trying a variety of different ways.
>
> 29-03: ... try to improve on evaluating students ... being fair to everyone in evaluation. It's very hard in Grade Two and Three. A lot of it is nebulous. I would still like to take a good reading course or read something that I can feel, hey, that's what I need for my classroom.
>
> 11-08: ... frustration with lack of communication -- when there is a child you are trying to monitor in the classroom and yet you're not able to really get feedback on how they're doing [when they are back in the classroom]. Perhaps it is also a lack of professional techniques on my part or perhaps a lack of understanding of what I want on the part of the other teacher. I think that's something I'm going to have to get better at.

An additional type of concern which was related to the nature of the profession was the lack of support for teachers in terms of both interpersonal support and technical support. The support of other teachers, administrators and others was needed.

One teacher was concerned about two ways in which she felt the lack of support.

> 13-07: 1) My problem is that I really find it hard to apply [the concepts of the course]. I find that frustrating because I find if you take [a course] like that you get most out of it if you can apply it. ... You need that reinforcement [from others]. If several of you had taken [the course] you could talk about it, be aware of what you could have done ... There was one staff where three teachers took the course ... I think they gained a lot more out of it. During the class they could bring up incidents. So I think it makes a difference.
>
> 2) That's what bothers me -- the lack of respect [of the students]. ... If I bring it up in the staff room, [other teachers] will say, yeah. If I bring it up in a staff meeting, I don't feel there's the support there. It reflects back I'm a poor teacher, that I can't handle this kid. ... That bothers me cause I like to be a straight forward person ... I don't like to bring it up in the staff room -- that's bad.

A second teacher referred to another concern in this area.

> 18-08: I think an area we ignore is counselling. We do it for students but not for staff or administrators. You are never allowed or supposed to show weakness because as soon as you show weakness, there's a fear of evaluation so they have to maintain this strong front, image, never break down, but they run into situations where they can't handle it and it creates a bunch of problems and there's no counselling facility.

There was a lack of support in what several teachers and administrators referred to as the increased "political" nature of teaching. The increased emphasis on politics concerned the teachers. One person put it this way:

> 30-15: The other thing I find frustrating is wasting my time. ... We're losing sight of what's right and what's wrong and doing -- we're so busy covering up because somebody might make a complaint. ... I take great exception to spending

> six hours writing down what I can do in ten minutes. ... If I'm doing something wrong, then make me do it, but until that time, leave me alone and let me get the job done. There are just too many things to be done, important things, to be sitting there wasting time talking about it.

Several teachers were concerned that there were not enough preparation time and other technical or teacher welfare supports.

> 16-09: That's one of the things this school doesn't have, a good support system. They don't have teacher aides. For getting typing done, you're pretty well on your own. It's not that they can't do it. It's just that they haven't allocated the personnel to do it. ... I really find that's important to a teacher, that kind of backup because it allows you so much more time to be innovative and do the kinds of things you want to do. I find my time is really too valuable to be down there putting together a twenty-page booklet ... It takes away from other things I could be doing [like?] research ... putting together labs or audio-visual displays, or previewing material. ... If the high school can do it -- real inequality there ... Same as prep time for elementary teachers ... If the superintendents really knew the inequality, they would turn it around. It would be money well spent in terms of education of the student.

Finally, there was a general concern about other teachers.

> 17-05: ... bad teachers that bring down the rest of us, that make the rest of us look bad. But I think that's probably an aspect of every profession. There's bad nurses too, bad lawyers, bad doctors, bad waitresses.

> 1-07: It gets frustrating. ... We have principals in their jobs for twenty years -- those who sit back and won't do anything wrong, smile and play the game a lot. [They do not accomplish anything and they prevent new people from getting into the position.]

> 30-15: What is most frustrating is dealing with people who do not want to see past their own -- just as it affects them. ... The positive

orientation doesn't bother me; the negative one does.

Teachers' professional concerns constituted the largest category of their expressed concerns. There were also some issues that seemed external to the teacher but affected them too.

External

The concerns in this category were related to students and to societal situations or expectations. There were general concerns about students' and societal attitudes.

19-04: The major problem is it's still hard to deal with the concept of there are kids who can't stand me ... I've finally accepted it but it has taken me three and a half years to do that.

13-07: It really bothers me when I see how rude some students can be.

18-08: Expectations of people, increasing stress on staff and students. Society in general is getting more helter skelter. ... People don't seem to relax and have fun. They are becoming very, very serious in education. ... I would hate to see the day when we're back to the eighteenth century when we're making miniature adults out of them.

21-12: This is kind of a general, philisophical answer but I think it is very true. It's easy come, easy go, and if anything, there's more things being given to kids. More and more [having to work for something if you want it] is becoming a foreign idea ... because we're just lazy.

Another thing is discipline. ... Our Federal Health Minister said she will not rest until it is against the law for any parent to use corporal punishment on a child ... this whole idea of being under authority ... this, I find frustrating. ... There are some values that were good twenty years ago and are good now.

20-14: I find the kids now are much less willing to accept the teacher at face value. Respect has

> to be earned. ... I find sometimes I get frustrated in that because it takes a lot more of my energy. ... I find it frustrating, a very slow process to develop [in the students self-discipline] as opposed to carrying a big stick.

Teachers are concerned about some global expectations placed on them.

> 18-08: The demands that are placed on school personnel to monitor anything and everything. That can be a strain.

> 21-12: The Board is putting more and more restrictions on, more pressure from on high. ... Teachers are going to be checked up on even more, which in some ways is good. It also adds pressure to pressure.

> 25-12: I don't find big things like the curriculum frustrating. I can adjust and if I don't like what they're doing, I'll do it my own way anyway. ... I know what really frustrates me, is every organization within the community wants us to make posters, etc. ... I wish they'd clear out and let us teach. The schools are supposed to do so much for every child - dental - everything is done through the school. Everything becomes our responsibility ... but there just gets to be a limit ... Things could be done through the community.

Teachers were concerned about many issues from personal growth to the attitudes of society. Over the years their concerns changed.

Summary

The first-year teacher was concerned about her competence. She worried that her students may be "getting less" because it was her first year. She wondered whether she could do an adequate job and, despite positive feedback from many individuals in authority, she wondered whether she

was doing satisfactorily. When she looked at the future, she was afraid it would never get better and she might never have a normal life again. She was also afraid of others' opinions of her ability: she feared evaluation. As classified above, her concerns were mainly of a personal nature, of herself as teacher, and implications of the nature of teaching for herself. She did not identify concerns related to the nature of the profession or other, more global concerns. For her, it was the here-and-now and her survival.

Fuller (1969) conceptualized this stage as "Concern with Self". She identified two phases: the covert concerns --Where Do I Stand? and the overt concerns -- How Adequate Am I?. Teacher 14-01 commented that she felt on "the bottom of the ladder" at school, but most of her concerns appeared to be the overt kind. The observation that the covert concerns "were rarely expressed in either written statements or in routine interviews unless directly elicited" (Fuller, 1969: 220) may account for the greater number of covert concerns.

Teacher 3-02 was concerned about discipline with her students. It had been a main focus for her that year, but she was concerned about adequate discipline for her students the following year with the next teacher. She was also concerned with the appropriate distribution of her time and effort with the students. Her fears centered around her job security and evaluation from her superiors. She was

concerned with items of a personal nature and only the aspect of the "nature of the job" which related to students' attitudes and behaviour. The other aspects of the nature of the job, nature of the profession, and the external concerns were not identified by this second-year teacher.

The third-year teachers' concerns were broader in scope. The concerns were less related to self and more related to the needs of their students. Fuller suggests more experienced teachers' concerns "focus on pupil gain and self evaluation as opposed to personal gain and evaluations by others" (1969:221).

Teacher 4-03 was more concerned with her students. She seemed not to be concerned with survival. She was looking at the refinement of her teaching: how to reteach a concept in a non-traditional way, how to help the students retain what they learn, for example. She was concerned with meeting the needs of the thirty students in her class. On the personal level, she did not mention questioning her adequacy, but instead, juggling the roles of teacher and mother and developing professionally, learning more about reading.

The concern to change was mentioned by one third-year teacher for the first time. Teacher 27-03 also looked at the specific skills in teaching and at the expansion of her repertoire of teaching skills.

The last third-year teacher, 29-03, doubted her competence with regard to evaluating the students and

meeting the students' needs. She was concerned with her professional development, too.

The teachers at this level were beginning to be concerned with the various aspects of the nature of the job and the profession. No one mentioned externally based concerns. Fuller observed concerns about

> ability to understand pupils' capacities, to specify objectives for them, to assess their gain, to partial out one's own contribution to pupils' difficulties and gain and to evaluate oneself in terms of pupil gain (1969:221).

These changes could be observed in the teachers with more experience. Unfortunately, Fuller's theory described only two stages: early concerns, the concerns with self, and late concern, the concerns with pupils.

Teacher 9-04 was concerned with the self as teacher only with regard to maintaining enthusiasm when reteaching a course. Her other concerns were aspects of the nature of the job and the profession. She was the first person to be concerned about larger professional issues such as having guidance counsellors at the elementary school.

It seemed with the years, the teachers concerns with their adequacy changed to concern with maintaining interest and enthusiasm. They were concerned that they not become bored.

A teacher with seven years of experience was concerned mainly with teacher welfare issues: the lack of opportunities for advancement; the inequality of the pay

scale; inadequate preparation time; and the transferring of credits from one university to another.

On the other hand, another teacher of seven years had concerns about the nature of the job. Some of her concerns could be classified under Fuller's subcategory about position in the school. The concerns tended not to be about her adequacy, the other dimension of the early concerns, nor about the concerns identified with more experienced teachers. Her concern about the ill-mannered students was not focussed on the students and their progress, but on coping with the students as a nature of the job.

A teacher of eight years, 18-08, identified a concern which 14-01 had: being unable to put into teaching the required time and energy. However, his other concerns revolved mostly around the external pressures and the professional issues in the nature of the profession.

An analysis of the concerns of the teachers interviewed supported Fuller's analysis of the stages of teachers' concerns but required another stage: concern with the profession. It seems as teachers gain experience, they have the opportunity to grow as shown by the change in their concerns. They move from concern with finding a place for themselves in teaching and determining their adequacy in the profession, to concern with students' progress, and finally, to concern with various issues within the profession. It seems experienced teachers may not eliminate earlier concerns but simply include others and change the emphasis.

The teachers' role definitions—and their concerns laid the foundation for their planning. Teachers planned in different ways. Their methods of planning need to be considered to give an accurate picture of them as teachers.

Planning

Many teachers indicated their methods of planning changed over their careers. There was a significant difference between the planning they did in their present and first years. In this section, the planning will be described: their approaches to planning will be summarized and how they use their plans will be examined. The change in their planning over their careers will be discussed in subsequent chapters.

A Description of Teacher Planning

With the exception of two people, teachers did plan their work. The two who did not plan in a formal sense had positions which demanded responding to the situation on a daily basis, for example, guidance counsellors and administrators. However, in spite of the unpredictable nature of their daily routines, the administrators, with the above exceptions, planned both for teaching and the operation of the school.

Most teachers made long range plans from which their daily plans were made. For a few teachers, long range plans

were required by the administration but not always requested. Teachers reported spending a considerable amount of time on their long-term plans. The daily and weekly plans took quite a bit less time.

Several teachers referred to lesson plans. They had objectives with a beginning, a middle and an ending but the plans tended to be brief -- a word or two and page numbers.

Many teachers tried to individualize their programs. They tried to integrate the subjects in order to streamline the curriculum. Covering the "core" curriculum was important. The teachers' methods of planning were considerably similar.

Methods of Planning

The most common approach to planning was to examine the provincial curriculum requirements in light of their students and the time available. The specific procedure varied from teacher to teacher. Each took several things into consideration in the planning decisions.

First of all, a variety of resources were used: teacher guidebooks, provincial curriculum guidelines, basal reading series, textbooks and in-service sessions.

Of equal importance to the resources were the students. Teachers made curricular choices depending on their students' academic levels, interests and motivation at a given time of the academic year or in a particular subject. One teacher went so far as to say,

> 26-25: I don't say, I'm going to start this today and finish it tomorrow. You can't do that. I realize that now. Children decide what you're going to do. They decide the speed you're going to do it at and I think it's just great to have lesson plans. You have to have lesson plans if you're going to put a unit together in anything. You have to have a beginning, a middle and an end. You do have to have that, but if you're going to say [I'll be finished this in] 'x' number of days, you're looking for disappointment. I've taught Grade X most of the time and they will decide how fast you can go and they will decide how deeply you can go into the material and pretty much where you can take a diversion or go off on a tangent because if they're not the kind of children interested in going off, there's no point in you doing it. I've come to realize, after teaching children for a good number of years now, what I plan is not necessarily what I'm going to be able to do in a year.

Many teachers commented on the necessity of being sensitive to the children in carrying out their plans.

The teachers developed this sensitivity or the ability to judge the appropriateness of the content and the timing through their past experience.

> 3-02: Of course things that I found last year --I did my money unit in November when they're still having difficulty counting by fives, so I'm having it now in March. So I reorganize my schedule. ... I take last year's plan, turn it around, change timetable. So next year, if I teach Grade X, those things that did not work out properly, or that I could have done a lot better, or for which I have found a new resource, I'll get the secretary to type them out with little arrows all over the place.

> 30-15: I know what the curricular objectives are. I know the content areas they're going to have to be able to do, if not master, to do a competent job in. Then I measure where they're at and how I'm going to get them there.

Teachers decided what to teach on the basis of several considerations. Experience was one of the important ones.

10-06: I think it is really important that you know the skills, follow the guide and you go from there just to make sure skills are being covered.

2-14: I know I have a hundred and seventy days. I look at the curriculum ... and identify what I'm going to teach, the number of lessons I think I will need for the material, the kinds of skills and concept I want to deal with and some sort of method of evaluation and then some sort of waiting performance [in order to allow for student progress]

I change it from year to year. I look at what went well, what didn't go well. I try and identify those areas which need additional work or additional remediation or different kinds of strategies. So on my course outline for the year, I make notations, "This is the pits. Need to look at different kinds of activities", and so, during the year, I'm looking for new things to sort of pick up. The year-long planning gives me the best basis I've found for my day-to-day planning so that there's an evolution there.

26-25: I have come to be realize, you do have to be realistic in the sense that you'll only be able to cover a certain number of things in a year and you might have to choose, do I cover all of the things, or do I cover some of them extremely well, or do I cover some of them extremely well and just touch on others.

The teachers also used miscellaneous factors in making their planning decisions. One teacher identified several other considerations she took to plan. She used what seemed natural, for example, the natural process of language development:

17-05: ... kids have to talk before they write, so when that goes on, that's good. When we have a good class discussion, and then good writing comes out of it, that's a good class.

Certain circumstances influenced her decisions:

We make the mistake of doing [poetry] at the end of the year. ... I think I'll do a novel at the end of the year next year. It would be far easier on me and on them.

> The negative things about teaching XX is the marking load ... but I can turn that to a positive thing because I get the kids to mark papers a lot and they're sometimes harder on each other than I would be and they're certainly harder on themselves than I would be. I keep hoping that they're learning from other people's writing. The theory says that that takes place so I keep hoping.

Teachers also took into consideration their preferred style of teaching.

> 2-14: My method of teaching is often the directive model, which some people shudder at, but I still find works. ... we have some sort of motivational activity at the beginning. There's a lesson or a homework assignment which we take up. If it's homework, I have a separate lesson, and then a work period, and then, definitely a conclusion. So the time period is sort of spent amongst those particular tasks - that's if there's sort of a new concept being introduced. Or if there's sort of a work or activity center, I'll sort of set the stage by identifying, hopefully, these are the things we will accomplish today. ... So that there's a blend of both the teacher-directed and also, the sort of groups, but there's always got to be a clearly stated purpose. I also try and get some kids to do some lecturing.

Teachers planned in ways that suited their situations and their orientations. In so doing, they considered the curriculum, their students' academic and personal needs, their past experience, their teaching style, and miscellaneous circumstances.

Summary

The teachers planned differently at different points in their careers. In the first year, the teachers were inundated with the demands of the job and found planning as they had been taught to do in the university impossible.

Many said they were able only to keep up on a day-to-day basis. They were not aware of the available resources and how to utilize them. With experience, they became familiar with the resources and how and when to use them.

Most experienced teachers operated from long range plans. The teachers, with experience, said they were better able to "tailor the curriculum to fit the child" and thereby individualize their programs. Generally, they seemed to plan in consideration of:

- their students;
- the curriculum and how it met their students' needs;
- the time of the year; and,
- their preferred teaching styles.

Many teachers used, extensively, the teacher and curriculum guides as a basis for planning. They learned over the years how to adjust them to meet their students and their own needs.

In the living out of their roles and their plans teachers found success. Their perceived success, satisfactions and rewards kept them in teaching. The next section describes the similarities and differences among the teachers in their sense of success and satisfaction.

Success, Satisfactions and Rewards

Often a combination of the roles teachers perceived for themselves and the concerns they had determined the success, satisfactions and rewards they derived from teaching. Eight teachers did not specifically mention "success". However, all identified sources of satisfaction and rewards. Their responses to questions about success, satisfaction and rewards were similar. Sometimes they interchanged the words. For this reason, the researcher differentiated one from the other according to the content of the answers rather than simply the words. The similarity of responses warranted considering the data in the same section. The researcher coded the comments as indicated below. This section describes the indicators the teachers used to measure success and the rewards and satisfactions they received through teaching.

Success

In the process of identifying success, five teachers described a "good" or "successful" teacher. Outcomes that indicated success to the teachers were related both to students and themselves. Some indicated success was measured by a general attitude or atmosphere. Others specified what did not constitute success. Therefore, the indicators of success will be considered under the headings: students; personal; and, non-examples.

Students. Success with regard to the students was measured in terms of the positive relationships with the students, students' academic progress, students'attitude toward learning and the atmosphere the teachers could create.

Teachers said positive relationships with students indicated success.

> 20-14: To me success in teaching is developing relationships with the children.
>
> 16-09: If you can relate to them, you can teach them.
>
> 11-08: I gauge a lot on how the child responds to me, whether there is a positive relationsip between us. I don't think you can teach a child when there's a negative relationship between you.
>
> 19-04 defined a good teacher in answer to this question and went on to say: The kids said today was 'Bug Mr. X Day'. So all my kids pestered me during swimming class. When you have kids doing stuff like that you know you're doing something right.

Success to many teachers was determined by their students' "academic progress", as one teacher stated, as well as by the students' attitude toward learning in general.

> 29-03: When I see that some of the kids have remembered or know something of what we're talking or, out of the blue, they'll come out with this concept or whatever and it's related to something I have taught.
>
> 21-12: I guess so a kid understands how to add, how to read a story and understand it. It may not be winning a popularity contest, although I think that if you genuinely like the kids, in most cases, eventually that will be turned around. Another thing is helping them to like school, helping them to be conscientious and put an effort into it.

Teachers also measured success by the atmosphere they could create for the students.

> 18-08: If you can get kids excited about learning, if you look around and the kids are happy and they want to learn [you have succeeded]. ... If you can get a kid at his base level and have him grow and have positive feelings about his self-concept, if you can just scratch the surface, that's a step in the right direction and you're doing a service for society. ... If you look at the broad picture, you're doing something for society in the long term but you're not always getting that short-term reward. But you do, but people don't see it. I coach. The team gives me certificates, etc. They didn't have to do that. You can't expect those rewards, but you do get them.

> 17-05: ... when we have a good time in class; when they can talk about a poem intelligently; when they are deeply engrossed in literature; in Junior High, when you can get a discussion going; when kids are kind of working on projects and they're kind of talking to each other but they're kind of working

Success in terms of student outcomes were seen in the short term and long term.

> 27-03: Every day there is some satisfaction: slower students are now taking great care; faster students are taking their time and how pride in their own work; the slow student passes.

> 29-03: Success is sometimes hard because when you're teaching what you're hoping for with the kids sometimes you don't even see it. It's sort of an ongoing thing and you're just part of the chain. Maybe something that you've done will come back two or three years later. It's hard to know or see it with the kids.

One teacher summarized her opinions in defining a successful teacher as:

> 26-25: one who considers the children first is more likely to be a better teacher than someone who is teaching to regulation, teaching to a curriculum.

Personal. Success could be measured in terms of personal satisfaction for some teachers.

> 29-03: ... teacher wise, when you feel that ... your room is nice to walk into, ... that you get along well with everybody, I think that makes for a successful career.

> 1-07: One of the big things I find in success is if I don't think about it. If I don't think about the day, I don't think about teaching, I feel inside, hey, I feel comfortable. I find it very successful. If I don't, if I have to go home and think about something ... . There's been days when I think, what did I do wrong there and this and that, and I don't feel good. I don't find that achieving. But if I go home and I can devote my time to my family and the other things that I do, that [is success].

> 28-21: [To find out what turns them on], that's success. It really pleases me, always amazes me. That is being successful.

Non-examples. Several teachers identified some things which did not determine success. Several individuals defined success in terms of what it was not:

> 13-07: How can a teacher say they're being a success? I'm not sure because I don't even think it depends --like some kids say, "You're a poor teacher because I failed that test." I don't look at it that way. I taught it and I offered extra help at noon. I allow retests if they are interested ... So I don't think how successful you are depends on whether your kids pass or not.
> I don't think it depends on whether students like you.

> 10-06: To me, [success] is not administration.

> 26-25: [A successful teacher] is a person who has the interests of her students in the foremost all the time, and this isn't necessarily a degreed person, it isn't necessarily a particular age group, and it isn't necessarily a man or a woman.

Teachers did indicate that success changed from situation to situation. One individual found as he was

promoted what had been success for him in one situation changed to failure in a different one. Another teacher described how success was measured differently from one class to another.

> 26-25: I have the low group ... I don't have the same success with these children that I had with those 80 to 100 children but it's a different kind of success, too. I know that when I get them, they are low Grade X and when I send them on they almost go beyond Grade Y level.

To summarize, teachers considered success as changed behaviour in their students with regard to academics and attitudes. Personally, they determined success as intrinsic satisfaction with their accomplishments, but not as gaining rank, wealth or fame.

> 16-09: I think I'm a pretty good judge on what students should be able to do now and I feel that I can, I personally know at the end of the year whether or not I'm getting the material across, whether students are enjoying the material, whether I'm relating to them well or not, whether or not I can help them. I think I can judge that. It's a difficult thing to do. I think I have a pretty good handle on that.
>
> When you first start teaching, it's getting through. Success is surviving. Now when different people come up, parents, principal, and say, "We really appreciate the fact you ..." and people come into my room and say "This is the best it's ever been" -- both types of things say, alright, I'm successful -- personally, I'm saying to myself, 'Yes, but I can be better next year'.

Satisfactions and Rewards

Many teachers referred to gaining satisfaction from being successful in their role as teacher. Students' academic progress, their growth as individuals and their feedback were sources of satisfaction for teachers.

14-01: Just seeing kids' faces. For the first month, when the kids were starting to read, I don't know who was more excited, me or the child or the parents. ... Positive parent feedback. That helps. I've had kind remarks from the administration, have had good reports. That helps. But mostly, mostly, mostly, it's the kids: they remember things; they respond; they're excited about doing things. It's just so neat.

9-04: I think mine are very intangible things. ... When I see the kids really starting to enjoy [the class], starting to ask questions and participate, rather than me just preaching at them, which it seemed I was doing at the beginning of the year, almost a song and dance to try to get them enthusiastic. ... So that gives me some satisfaction when I can see a change in attitude in these kids about the subject matter. ... When the lights go on and they do give you the type of answer you want, that's a reward. When they come up with something new that I hadn't thought of, that's rewarding for me.

2-14: To see kids do well, and that, I guess, is illustrated in their ability to master something, or their ability to succeed at some sort of activity where they were frustrated initially.

There were long-term and short-term rewards.

7-08: Oh you do get rewards in a thousand different ways. The kids will bring you pastries from home, the classic "apple on the desk". There are a lot of immediate rewards but those are not as profound as the ones where you see a kid come back and say, "I made it, sir".

19-04: I don't look for long-range results with the kids. ... I just look at the kids' progress each day and the potential they have by the end of the year.

6-11: Just to see these kids grow up and be more responsible, appreciate other people and know you've had something to do with it.
... Kids need you for a while. Pretty soon they have developed enough self-confidence and whatever it is that helps them cope with the school ... they don't need you any more. When you see a kid stop coming in every day it's kind of a rewarding experience.

The relationship with the students was a source of satisfaction for the teachers.

> 4-03: [I get my satisfaction] from the children. I always have. I really like working with young children. The satisfaction is daily in the things they say and the looks on their faces and the excitement. If they enjoy what they're doing and they enjoy you, it's just there all the time. And there is the additional satisfaction that when they learn something and it clicks and they can remember it. That's very exciting and they can say," Hey, I know that already." It's a daily thing.
>
> ... That's when I fell in love with younger children. I liked their spontaneity, their love of learning, and ... I get a high off that. Just being in a room full of six-year-olds makes me feel really good.

> 20-14: ... relationships with children, especially now that I'm dealing with older children. Last year I saw my first Grade One class graduate ... big satisfaction. Working in this school for so long, basically I have been able to see these kids grow up. I find that very satisfying, particularly to see where they went. That's part of it. The other part of it is I really do enjoy my students and I just love my subject.

Most teachers identified ways in which their career itself provided satisfaction. All but four said they enjoyed the challenge and the changing nature of teaching.

> 4-03: ... How do you motivate thirty different people who learn in thirty different styles and remember thirty different things out of that lesson? ... [Teaching] is exciting. To find something that is going to grab everybody ... is very challenging.

A secondary satisfaction with teaching was the sense of purpose, something worthwhile to society.

> 18-08: If you can get a kid at his base level and have him grow and have positive feelings about his self-concept, if you can just scratch the surface, that's a step in the right direction and you're doing a service for society. ... In that sense, if you look at the broad picture, you're doing

something for society in the long term, but you're not always getting that short-term reward.

Teachers named many sources of satisfaction and ways in which they were rewarded. A few referred to some of the extrinsic rewards often associated with careers.

> 9-04: When the bell rings at the end of the day, that's a reward.

> 13-07: The salary. I have enough education and experience -- I remember my first paycheck -- to feel finally I am earning a salary.

However, more mentioned specifically the absence in teaching of those extrinsic rewards.

> 16-09: Monetarily, I don't think it pays. I am a bit militant in terms of working conditions, not the salary, but working conditions. I feel our profession has not kept pace.

> 29-03: I think it [satisfaction in teaching] has to come from the kids. I think really, one of the hardest things about teaching is there are no -- there are promotions, but no monetary rewards as far as from the basic salary, which is satisfactory. There aren't these gains that you would get in companies and you don't get letters of shining approval or whatever. You get your reports from your superintendent and that makes you feel very happy.

Some districts are attempting to provide more rewards.

> 16-09: Interesting you want to talk about rewards because just recently our County has made a real effort to -- probably because of the superintendent -- to recognize teachers for what they've done. For example, they give certificates of appreciation. You are not being taken for granted.

Teachers found many sources of satisfaction and rewards in teaching. The students and the accomplishment of what they were trying to do as teachers were mentioned most frequently.

Summary

The concepts of success, rewards and satisfactions were considered interchangeably by the teachers. Success was measured in the long and the short term by positive relationships with students, by students' academic progress and changes in attitudes and values, by the creation of a positive atmosphere for learning, and by a sense of personal satisfaction, not by external standards such as promotion to administration. Teachers indicated that success depended on the situation.

Successfully accomplishing their goals in teaching was a reward and source of satisfaction for the teachers. Other rewards and satisfactions came from their students' growth academically and attitudinally, from relationships with their students, and from the challenge and nature of teaching itself. The typical extrinsic rewards of more money, prestige and promotions "up" the ladder of most careers did not apply to teaching.

The third-year teachers were the first to identify success. The first and second-year teachers did not mention success, but did list some rewards and sources of satisfaction. Otherwise, the differences between the teachers' definitions did not seem to be related to the length of their experience.

Success, rewards and satisfaction supported teachers in their roles. They relied on various sources of support.

Support

Teachers often drew satisfaction from the support they recieved from other people. However, because teachers may want different types of support at different points in their careers, the researcher recorded the data on support in a separate section. A summary of the data follows.

Introduction

The teachers identified many types of support. They were asked what supports they used at this point in their careers, or what helped them in carrying out their jobs. The interviews of three teachers did not specifically or by implication identify sources of support. Five teachers indicated only one source whereas four named seven or more. The maximum number of sources named was twelve. It is the purpose of this section to describe the supports perceived by the teachers interviewed.

Two teachers classified support in two ways: professional and social; and, academic and social. From an analysis of all the responses the headings, the source and type of support, seemed to describe the data best. The teachers named several sources of support: administrators, colleagues, other school staff, students, parents and

community, family and personal. Generally, each source of support gave more than one type: feedback, emotional support and technical support. To show the range of responses, the researcher has selected examples of the types of support given by each source.

Administrators

The most frequently named source of support was the administrator of the school. Out of ninety-eight references to support, twenty-four referred to support from administrators. Administrators provided feedback, as well as technical and emotional support.

Teachers appreciated both the solicited and unsolicited feedback from their administrators. The interest and concern shown by the administrators of the school supported them and seemed to give them an external reference point from which the teachers could garner support and encouragement.

> 19-04: If I have problems, I can always go to [the principal or assistant principal] and ask them to observe and make comments.

> 15-05: I really think myself that I'm doing a good job but I also need somebody to come in and say, that was good; you did a really good job there; or, you're an excellent teacher, whatever. ... you have nothing really to compare it to other than when you're in teachers' college and you watch somebody else teach. You don't really know what you're doing. I need those reports.

Sometimes the feedback came merely as suggestions when the teachers went to discuss a problem with the admininstrator.

The administrators supported their staff in a technical fashion with the provision of equipment -- "any equipment I need", teaching aides -- "he has gotten me an aide", distribution of class load and preparation times -- "we won't take away a prep this week". Another form of technical support was being sensitive to the teacher's readiness for further professional development.

> 10-06: Support from the administration [has caused me to grow] because I don't think I would have said on my own, I'd take a student teacher. [The principal] came and asked me. It is a real strong point for him to recognize I was ready for something.

The teachers felt supported in their role when the principal "treated them like professionals".

> 9-04: I've been in schools where teachers are treated like students: you have to count the paper ... show him everything that you're doing. And he's not a push over. He has high expectations but we have the freedom to live up to them. It's not demanded of us. Oh. He's a wonderful administrator. I don't think I would still be teaching if I had gotten the job that I cried because I didn't get it. ... It's gotten me over a lot of humps in teaching, that intrinsic support.

> 16-09: ... administration [has given me] the freedom to do whatever I want; ... seems to be very appreciative of everything I've done.

> 6-11: The principal's great. He supports you in whatever you decide to do; assists you.

The principal provides a considerable amount of emotional support listening, encouraging, and otherwise generally supporting the staff.

17-05: Their doors are always open to go in and talk to them. That is a real support.

5-13: ... principal for sure. He is the whole staff's biggest supporter. He is a fantastic supporter. If he left, probably half the staff would leave. He's tremendous. ... He comes to the games alot and encourages the kids.

20-14: Another thing that I've found, if I run into a problem that I can't solve myself, he is always willing to talk, has three or four suggestions about things I could do with the problem ... rearrange some programs, talk to kids ... he is really, really good that way, very creative.

One teacher differentiated between "academic support" and "social support" of the administrators.

11-08: My past two principals were supportive from a distance. They didn't visit my classroom. They knew I was doing a good job because I had such difficult children and they never ever got out of control. I didn't have to call for help. ... more social support.

This principal comes to the classroom and sees what I'm doing, which I really appreciate because before I wasn't sure -- certainly, I could manage the child but was I really doing a good job teaching. Now I feel he will come in and observe classes or he's substituted for me a couple of times. ... I feel even better because he really knows what's going on. ... So I would say this is more of an academic support.

Teachers said "an open environment helps a teacher as well" and named the administrator as the source of that environment.

4-03: ... your administrator. If they're supportive of your role as a teacher and if they're complimentary to what you're doing it's very -- it's a positive environment.

Colleagues

The staff in general "has a real important part in how you feel about a school". The support teachers received from their colleagues was mentioned next most frequently. There was positive feedback:

> 25-12: I like when somebody says Gee, you did a real nice job, or, I've got your kids this year and they're doing great in Math. That gives me a good feeling.

and the emotional support of listening and encouraging both on a professional and personal basis.

> 17-05: the girl I drive with [is a support]. We bitch alot but we bounce ideas off each other all the time.

> 11-08: There are certain teachers on staff. ... One, in particular, is very similar in her view of skills ... she has just given me tremendous ideas ... sit down and talk about programs.
>
> One of the other teachers is also a working mother and we're able to pick up on each other: guess this sitter isn't working very well. Hang in there -- that type of thing.
>
> And there are some other people on staff, a couple who are really good friends.

Students

The student was the third most often mentioned source of support. Students supported teachers in terms of providing positive feedback and learning what the teachers were teaching them academically or behaviourly.

> 4-03: I think [support] is primarily from the children, positive feedback from the children. Seeing that they are learning makes you want to continue to find interesting ways to teach them.

> 11-08: And of course, there's the academic progress, whether a child has come along ... At

the end of the year, I usually do see quite a change.

5-13: [They will] come back and visit, tell us how they're doing, their little successes. ... I think it reinforces me as much as it does the kids. ... It's a support to us.

21-12: I think it gives me satisfaction to see [that they have learned a certain value] -- an example, putting yourself in somebody else's shoes. That's not teaching Science but to me that's satisfying.

Teachers are supported by the students' successful achievements.

7-08: [The kinds of things that keep me going] -- it's not just a single thing. It is not what I do in professional circles. It is what I do on the outside. It's what I do in my job. It's the success I see. It's the kids who come back. ... I realize they only come back to say hello and in their own way sort of say thank you and in their own way say I'm doing fine. That's -- it gives me a sense of accomplishment.

Aides and Secretaries

Some teachers mentioned the support of staff such as aides and school secretaries.

17-05: A good secretary. She mails my mail. If you have a parent who talks too much, she phones you and tells you you have an important phone call during interviews.

26-25: ... a good friend [who comes as a volunteer]. I guess she's maybe the best support I've got.

Somewhat removed from the school setting, but still directly involved in the program at the school, are the Central Office personnel. Teachers identified many ways in which they are supportive.

Central Office Personnel

For the purposes of this discussion, program specialists, consultants, and superintendents are included in this category. The central offic personnel gave support in terms of feedback, technical assistance with programs and emotional support for the teacher.

> 4-03: In the resource room, we have a support staff at a higher level -- the reading clinicians -- and they're excellent. They come in and set up programs for children and there's a lot of praise and a lot of positive reinforcement for what you're doing. You feel there is always someone you can talk to if you have a question or a concern about what you're doing with the children.
>
> 11-08: The Superintendent in Special Education is very, very supportive and tries to keep in touch and also lets her expectations be well known. I think that's very important whatever it be, that the expectations are there and very clear.
>
> 18-08: We can present problems to our superintendents and they help us. They show genuine concern and they are interested. ... He is accessible: can phone him up and go in and talk to him as opposed to large systems.
>
> 2-14: Support from the superintendent comes in the form of, you know, he gives me a letter, says "You've done a good job of this project", will ask me to speak at a principals' meeting on a particular topic, or asks me to distribute some of the work I have been doing at the next principals' meeting.
>
> 20-14: Anybody I have contacted through Alberta Education has been very supportive.

Professional Activities

There were several references by the teachers to things of a professional nature which supported them in their roles. Professional activities such as giving or attending seminars and conferences, committee work, and courses helped the teachers. Even their previous professional experience supported them in their work.

> 29-03: Education of course helps me quite a bit ... and experience. I think having worked outside the school environment and working with other people helped a great deal and set up work habits for yourself, organizational habits.

> 30-15: I've been involved in some capacity in every subject area ... makes it easier to make judgements as to whether they're [the teachers] on task as far as the curriculum is concerned.

When asked whether giving seminars gave him a boost professionally, one teacher answered it did initially:

> 7-08: It was just a matter of sharing your professional expertise -- nothing unusual, extremely uplifting.

Then the inducement for growth wore off.

Many tended to identify attending professional meetings, conferences and courses as supportive.

> 19-04: I try and take as many courses as I can to supplement what I'm doing.

In a similar way, having a student teacher was supportive to one teacher:

> 19-04: I had my first student teacher this year and had a chance to observe how she taught. Watching her gave me an idea of some of the things I was doing right and some of the things I was doing wrong. So this worked too. Having a student teacher coming in gives you a chance to re-evaluate your own style.

Within the school environment, colleagues, students, Central Office staff and various professional activities provided support for teachers. There were several sources of support for teachers outside the school system as well.

Parents and Community

Ten of the teachers named parental support as helpful to them. A few teachers referred to the community in general. Because parents form part of the community and teachers did not differentiate between segments of the community, this category was generalized to include parents of the school children and the larger community.

Teachers found positive feedback from parents supportive.

> 3-02: ... parents, through the grapevine. My husband is a carpenter and he passes on compliments parents have told him. That keeps me going.

> 21-12: ... even the parents in this community. Very seldom have I sensed a parent has not really supported me. Part of that is a two-way street: if I as a teacher don't reach out to the community, they won't know what I'm doing. I have tried to have an open-door policy, pick up the phone and talk to parents about good and bad things, whether I'm on the street or wherever I am. I think parents have appreciated that and I have sensed very plainly they have appreciated that and they in turn have come back and said, 'I appreciate what you're doing (-- not that I'm doing everything right). Don't hesitate to discipline my child', which encourages me and makes me want to do more.

Related to the positive feedback is support and backing of the teacher's actions mentioned above.

> 4-03: Parents have a role too. If you can work with them. It helps you as a teacher when they give you that support -- the feeling you are on the same side.

For one teacher, parents were supportive in additional ways:

> 17-05: The parents in this community as well -- they are all very supportive. There's two or three parents that are always there when you need supervisors for field trips. I've had parents come -- one parent-teacher interview we had a really bad storm and one woman came and said, 'You're spending the night at my house. You're not going home tonight.' And when I've had to stay for a spring concert or something, they've invited me over for dinner and let me take a shower and that kind of thing.

> 1-07: There is no sense leaving a school like this. I've sort of built up my program. I've built up rapport with the community ... anything I want to do I can basically do.

He later described an example:

> ... the track. Over the years, they've wanted it and wanted it. Okay, fine. Probably if it was a crappy place to teach, I probably wouldn't have gone out and done it and we did it all through volunteer work and through the community and through our PTA and our Recreation Board.

Support from parents and community tended to take the form of positive feedback of, and agreement with, the teacher's philosophy and actions.

Family

Several teachers identified the support of their families as important to them in their jobs.

> 14-01: [my husband, who is an educator,] says, goodness, you're already doing more than most [teachers].

13-07: Support in what I'm doing? I'd say my husband as far as being encouraging.

11-08: Also my husband is a support and my four-year-old boy who is quite curious about what teaching is. He really likes the idea that I teach children. My husband is supportive of teaching. He isn't supportive of all the work I do and gets really frustrated ...

Miscellaneous

Teachers identified several miscellaneous sources of support.

21-12: People have asked me different times, what has prepared you to be a teacher. Well the university has to some degree. But I think the biggest preparation has been my own home, when I was a kid growing up in terms of my parents and their values. Things like being raised on a farm; things like our henhouse burned down with a thousand chickens in it. Those kinds of things have done as much to help me be a teacher as anything has.

Other experiences, working a camp during summer time...

I'm not meaning to put in a plug here, but to be honest, I think another major thing is the fact that many of the values that I feel are important come from the Bible. I feel that very, very strongly and that has been a real guide to me in terms of teaching and relating to kids, not that I go to the classroom and teach the Bible. But things like honesty and kindness, etc., in my belief, whatever you want to call it. I think their source is found in God's word and so as I have taught, as I have related to parents, as things come up in the classroom, there are some things I feel not only strongly about but there are some things that I feel are right or wrong, that don't change and that's been a real guideline to me down through the years as I have related to these kids.

I guess another thing too is that I enjoy children. ...

I like the content in Grade X. I enjoy it. I enjoy teaching that.

One of the other things that supports me too, in school, at home, in church, whenever I am

teaching something, I teach in terms of Object lessons.

One teacher named her salary as a support and another the regular attendance of the students. A few teachers had professors who provided support in the way of resources for specific classes the teachers had to teach.

Some teachers said they did not need support:

> 18-08: I don't use support systems that much. From my point of view, I don't feel I need help ... feel quite confident in what I do ... try to deal with people honestly. I don't seek out support systems.
>
> 16-09: I think mostly the work, the day to day work. It's pretty well done on my own.
>
> 26-25: Any of the other things I think I need, I make myself.

Obstructions

Teachers named a number of things which did not support them in their work, or, which actually obstructed their teaching.

One teacher with five years of experience, said the board limited their support:

> 17-05. Don't go outside the curriculum because we [the board] won't support you. That's stressed. ... I don't have time for that [writing the letters required to gain permission for deviations from established guidelines].

The teacher preparation programs were named by some teachers as not supportive in that they did not help them in their teaching.

> 12-24: People are not trained to do that. We're trained to make lesson plans, know our material, but we're not taught to deal with the

> interpersonal emotions that create all the problems at school.

Teacher 13-07 said not feeling the support of staff members and feeling instead the staff's censure "bothered" her and inhibited the problem solving she was seeking. She went on to say the hierarchy of the school system did not support her in her role.

> I don't like the threat of Superintendent X coming to visit me. One class can be as good as gold one day and the next, they can be rotters, and it's not anything I've done differently. I don't think you should feel threatened that someone can walk through that door and say you're fired and I have to defend what I'm doing. ... If I'm doing something wrong, let it come out. Don't make me feel threatened that I'm going to loose my job but come out and help me. I feel I'm at the mercy of those kids. I don't like this hierarchy.

Summary

When teacher did not have the support of their colleagues, administrators, the board and central office, and their experience, they found teaching difficult. In fact, teachers summarized the importance of support in the following ways:

> 9-04: I think [support] is really important. I'm sure that you'll see that in more places than just this [school]. That support has got to be nurtured for teachers starting out. ... I hope that you get some beginning teachers, too. I think that that's fundamental. If you don't get that support primarily, even if you don't feel that support -- like, I don't think you have to be told -- but unless you feel that, I don't think you can be who you can. I don't think you can grow as a teacher. That's a personal thing. But I really hope that you find that because I think that your training --you can have sixteen degrees -- but if you don't feel the support and the backing of your peers and particularly your administrator, I don't think that you can become as good as you should be.

> 18-08: As a younger teacher the work load is phenomenal because you don't have the feel for what you're doing. You can't quantify that. It is important for administrators to help them grow in their profession. Your study is dead on. I do believe there is a teaching growth whereby ... You have got to have support to develop good, reliable effective teaching.

Support came from within and outside the school environment. Teachers identified many sources -- virtually all people with whom they had contact were potential sources of support. The types of support given varied from feedback on their performances to listening and giving of emotional support. Technical support in the form of things or people who facilitated the teachers' accomplishment of their duties was also identified by the subjects. Many teachers believed the presence or absence of support was crucial to their growth as teachers.

Conclusion

Several themes were constructed by the researcher's questions: the teacher's role, concerns, planning, success, rewards and satisfactions, and support systems. In analyzing the teachers' responses, differences and similarities were noticed. Comparison of the responses led to the identification of certain patterns of change as they taught over the years. The next chapter looks specifically at the changes the teachers noted in themselves and others during their careers.

CHAPTER VI

TEACHERS' DEVELOPMENT IN YEARS ONE TO FIVE

Introduction

Each teacher referred to change in the sense that teaching became easier, better. They often contrasted the past with the present to describe themselves. The greatest changes seemed to occur between years one and five.

There are three purposes of this chapter. The first is to present an overview of the changes teachers identified during their careers. Secondly, the teachers who have taught one to five years will be described in two ways: a) a description of the teachers with the different numbers of years of experience; and b) a summary of the characteristics which teachers attribute to the year being described from recollections of their own careers or observations of other teachers. The final purpose of this chapter is to summarize the teachers' perceptions of stages in their careers.

Changes

All teachers, including the first-year teacher, described ways in which they had changed. Several common themes emerged and were divided into two categories: personal and professional changes.

All references to the teachers' personal orientations were classified as personal changes. The personal changes were considered in terms of their careers but did not refer to the process of teaching. Changes which related to the process or "technical" skills of teaching were categorized as professional changes. A few teachers said there were no changes in themselves over their careers, however, they identified some in the course of the conversation. The data from the teachers is reported below.

Personal Changes

The teachers mentioned many changes in their personal orientations to teaching over their careers. The most often mentioned was becoming more confident and secure, and less threatened by students, peers, administration or parents over their careers.

> 3-02: I'm so much more aware of what's available. The first year I was just scrounging. How do you know what to teach? This year I am a lot more relaxed, a lot more confident.
>
> 15-05: The first year I thought, there's no way I can keep up. I was just working and working all the time, every night. But I slowed down and you feel more confident.
>
> 1-07: First of all, coming out of the University, I found, I'm sure most people find that you have to build up this self-confidence. First, you go into your first class and look at the notes ... but now, I can go into any class. It doesn't matter, this school or any school -- and teach from the top of my head. Of course, you have your lesson plan but you don't have to refer back to that. Self confidence goes with respect too. If you get the respect from the kids, that means a great deal.

They were "not as uptight" or "scared". One teacher said the students reactions to her had changed:

> 21-14: They don't swear anymore and I think it's the difference in my attitude, my approach ... They don't feel the need to fight back. I really think I was so uptight and very rigid at that stage because I was so scared.

Many teachers said they had become more relaxed, more flexible or adaptable.

> 29-03: Even this year, I feel much more relaxed. Things start to come to you. You don't have to -- I'd be writing all these things down and I'd be looking at my notes, but now I feel more relaxed. Maybe we get onto something else. That doesn't mean we lost what we started out at. I'm not afraid to get away from the book. That was a panic situation at first there. You deal with it after a while.

> 9-04: That's what I attribute to how happy I am here and I think I do a good job with the kids. I often think how scared I was to sub in elementary and some of the kids are eighteen and nineteen years old. They don't scare me at all. But I think part of it is because I've learned to be flexible over the years. I'm not married to a theoretical background that says Special Ed is this particular way.

Some teachers considered themselves more organized, more open-minded, more realistic, more objective and had gained greater perspective. One teacher, when asked to compare herself to her first year, for example, said:

> 10-06: Definitely more organized. Repeating grades [is an] advantage. You know where you should be. You get good idea of the development [of the children]. Once you get the idea, it is easy to bring in enrichment.

> 13-07 I'm much more adaptable now than when I started teaching. I've gained some confidence.

> 11-08: [Now] I would like to have a student teacher. I am becoming more confident in my ability to help. I think that's why I haven't looked at student

> teachers because I didn't know if I knew my direction well enough to really give them a hand.

Several teachers disclosed they were more willing to ask for help.

> 21-14: I definitely [use the resources more now]. I think I am more secure within myself that I'm doing the best job I can. Support people don't threaten me. I found that as a first or second-year teacher [they] were quite a threat because I wasn't that secure that what I was doing was really good.

The teachers seemed to consider themselves more mature generally. However, some reported being less enthusiastic and more cynical:

> 19-04: There's bits of cynicism in me for different situations, like when you see the kids with so much potential and you can't get through to him. You think, boy, what am I doing wrong. [I realize] it's not just me but the situation.

> 15-05: ... not as much ambition. ... As the years go by, you just don't have as much energy. You just get wound down a lot easier.

> 1-07: Advancement in this system is very slow and they seem to recognize just a few people. Like I said before, why bust your butt? You know nothing is going to happen and this is what happens: you go like crazy for four or five years and then, wow, you say, why should I do this? I can leave at three. I know teachers, my neighbours, who get out of school at three and they pick their kids up at, uh, probably five after three.

There are personal changes which seem to come with experience. They are different from one teacher to another but seem to help teachers survive and continue teaching. Accompanying the personal changes are changes related to their teaching program and method.

Professional Changes

There were several changes related to the specifics of teaching. With experience behind them, teachers did not worry as much about covering the whole curriculum: they considered certain things as basic and concentrated on those items.

> 26-25: So you streamline your teaching according to how much work you can do. You leave out the frills -- stick them in now and then. I didn't do that fifteen years ago. I had too much clutter in my program.

Many said that because they had a better understanding of the curriculum and how children learn they could tailor the curriculum and their teaching to the child.

> 11-08: You're more aware of the child. You're more aware of the curriculum and how it fits the child and not the other way around.

They had a greater awareness of resources and used a greater variety of them -- even after one year.

> 4-03: My second year ... could sit back and say, Okay, let's write those ideal lesson plans, pull in this guest speaker ... felt a lot better about what I was doing with kids. I felt here's something really good -- even though the other children learned and did alright, I think, I felt more confident, consolidated, and you find that other poem that really fits.

Over the years, teachers found planning and discipline became easier. They used to over-plan (27-03) and over-discipline (25-12). Generally, it seemed that the teachers became more realistic in their expectations of themselves and the students.

No Change

A few teachers said both they had changed and they had not changed much in their orientations. An example is teacher 26-25, who said she

> - was a less structured person;
> - had come to realize what she planned was not necessarily what she was going to be able to do in a year;
> - could do more "incidental" teaching;
> - used family background more in teaching;
> - was more relaxed;
> - was more streamlined in the sense that things she thought were important fifteen years ago, she did not think were so important now; and,
> - did not take work home with her anymore.

When asked if there were anything else that had changed over the years, teacher 26-25 answered,

> I don't know. It's very hard to be objective about yourself. I don't think I have changed but maybe I have. Maybe it is subconsciously, gradually.

The changes identified by each teacher are summarized in point form in Appendix D. The descriptions of teachers with different years of experience give another outlook on changes over a teacher's career. The next section will identify characteristics of teachers according to the number of years of experience. The first year will be described as teachers recollect the year and the changes in it. For each subsequent year, the teachers with that number of years of experience will be described first. Then the recollections of that year by other teachers and their observations of teachers in that year will be summarized.

The teachers made fewer references as the years increased. They more frequently referred to a range of

years after year three. In analyzing the data, the researcher thought an examination of the first five years on an individual basis would provide some insights in the teacher's development. Any reference to a range of years was included with the last year mentioned.

First Year

When asked how they had changed as compared to other years of their career, teachers often referred to their first year. There were features of the first year which seemed to surface time after time. Other researchers have dealt with this year in a detailed manner (Tardif, Hawke, Everett-Turner, etc.). It is the purpose of this investigator to simply share with the reader what teachers said about this as well as other years.

General

The first year seemed to be one for which no one had been adequately prepared.

> 14-01. I should have known that before I started, and I did to a point, but I never thought it would be as bad as I've found it. I never realized I would get so attached to the kids or feel so obligated to EACH child and I'd never have believed that I couldn't find something that would work. I'd never have believed that.

> 4-03. First year is hard. They can tell you that but you don't know till you get there.

Teachers started out keen, enthusiastic and idealistic. As one teacher put it,

> 19-04. With my teaching skill and even with my enthusiasm, I was going to go out and teach these kids and mold them into the greatest individuals.
>
> I was really, really keen, willing to teach the kids everything I knew and they would learn from it.

Work Load. The year was characterized by a lot of work. One teacher described quite explicitly what others said in more general ways:

> 4-03. First year, teaching was like a twenty-four hours a day. I went to bed and dreamt my whole day. Every weekend all I wanted to do was school work. You go to university. You know what a good lesson should be and you can't because you're trying to keep up with every day. You're trying to make activities available to children who are finished early. You're trying to help the slower child. On and on it goes. You just go. You don't have time for yourself or your social life. You just teach.

A few teachers said, when they were in their first year of teaching, they "couldn't believe people would have spare time to do anything but school work". As one teacher put it,

> 26-25. Being new, you try to do absolutely everything right the first time which isn't possible. ... You make a lot of work for yourself that's not necessary because you try to structure it so it absolutely fits the curriculum. It keeps the superintendent happy and the kids suffer. You practically break yourself in half doing that and it's not possible.

An experienced teacher suggested a reason for the "phenomenal" work load was that "you don't have the feel for what you're doing".

Concerns. The teachers had many concerns peculiar to the first year.

> 8-10. I think at the beginning, when you're teaching, you're worried about whether you're in the right profession, whether you're competent, whether you're going to keep your job. You know, I think you're worried about external sorts of things.

> 14-01. The biggest, most overwhelming [concern] to me is ... with teaching, I have worked hours and hours and hours and yet it doesn't always meet with success with every kid and that is, I find, hard to cope with.

The teachers identified several fears related to their concerns.

> 14-01. That's scary as a first year teacher because you have no idea what to expect, or what results you should expect. I'd like to switch classes ... I would feel awful if my kids were getting less because I wasn't an experienced teacher.

> 20-14. It is really scary at first. The first year teacher is not only having to develop relationships with thirty students but also with the parents. [You are learning] how to deal with people.

For some, being scared affected their teaching.

> 25-12. I was going to be in control and I know I shouted a lot, ... I think I used to overdiscipline.
>
> I'm more ready to laugh with the kids now. I thought if I laughed then they would take advantage of me. Now I feel strong enough if they start to take advantage because we've had a joke, I can always get them back anyway.

Several teachers mentioned being afraid to ask for help. They pretended all was well. One said she was afraid to ask for help but other teachers helped anyway (13-07). The fear encompassed many things. "Everything is so new."

> 14-01. You're afraid, in your first year, to admit to anybody, 'Hey, I'm scared. Everything isn't going as perfectly as I thought it might.' ... I was reluctant to say that because you don't want the rest of the world to know. ... So you have to pretend that everything is just wonderful.
>
> 18-08. You don't understand any of it, but you're pretending that you do. ... It is survival.

Planning. One of the difficulties they encountered in the first year was planning.

> 20-14. I sort of lived day to day and I can remember planning for a week ahead at the most. ... Just getting through one day was enough because of having to research, get familiar with all the materials. I found it much harder then.
>
> 29-03. I think what slowed me down the first year is you're looking for things and you're not sure if you should use them. You're always checking and re-checking yourself to make sure you have a beginning, a middle and an end, that sort of thing. ... [Getting away from the book] was a panic situation at first.
>
> 27-03. The hours spent lesson planning my first year, I look back now and think I was crazy.
>
> 21-12. Planning was much more piecemeal. I was trying to survive.

Related to the planning were the teachers' teaching methods: they taught differently during their first year. Several teachers said they were afraid to deviate from their lesson plans. One teacher, (20-14), described the first year as one in which she was "floundering": she was wondering "how to teach this, how to teach that". Another teacher said she did not group the children according to their needs in her first year.

Changes

All teachers who discussed the first year said there had been changes for them during the year. Some of the changes seemed to be mechanisms for coping with the heavy demands of the year.

> 14-01. I know it's not the best. I guess it's one of those things that you think, well, it isn't ideal, but for right now you can't have -- you know, you sort of have to give some things sometime. There is probably a better way, but right now, [it is a] survival technique and I don't think it's really bad.

There were changes that seemed to come with the experience of teaching.

> 4-03. I found as the year wore on, I didn't worry about the ideal lesson plan. ... I began to rely more on the basal readers and teachers' guides because it was all written there.

> 21-12. Then it [planning] became, 'What do I do for a week?' and then, 'What do I do for the next month or half a year?'

After a while, they said they began to select what was important and to get organized. It seemed that they began to gain some perspective.

> 19-04. My influence on the kids really was not that major. Other things influence them ... I learned I might have a little bit of an effect, but the effect wouldn't be very great. I would not create the next prime minister.

> 4-03. I began to accept that I was not going to save the native race. I stopped taking it [their absences] personally.

> 14-01. One thing that I think first-year teachers go through ... you don't realize there are ups and downs. In January, I was having a classroom control problem. It seemed things were falling to pieces. I thought, I've failed. But I walked into another teacher's classroom and her head was on her desk and she was crying. Then I realized everybody

goes through those times. As a new teacher you don't know that. You have bad times but it isn't the end of the world.

During the year, they began to feel more competent.

29-03. They [other teachers] kept saying things will get better. After a while they do, or, you realize what's important and you get what's important and you organize your time a little better, maybe. ... It started to come towards the end of the first year. And I think you start feeling more competent, too. A lot of your fear and just being scared of people asking you questions [goes].

By May, the first-year teacher was not convinced to continue teaching.

14-01. I'm not sure I'll stay in teaching unless I get over that feeling that there should be something more I can do.

Summary.

One teacher, 27-03, represented what many others thought of the first year when she said it was a challenging year.

I look back at it and think I was more of a sargeant because it was my very first year, but I have very close feelings for those kids even now.

Second Year

Only one second-year teacher was interviewed. Fewer teachers referred to the second year specifically than those who had commented on the first year. The descriptions were often given as a comparison to the first year.

Second-Year Teacher

The second year teacher, 3-02, said she was "a lot more relaxed", "a lot more confident", "much more integrated", "very enthusiastic" (as compared to her first year when she was "REALLY enthusiastic"), "took it more calmly" and was "less intimidated".

When asked how that year was different for her, she replied,

> There is not as much preparation. I see the mistakes I made last year. I know better now. ... I'm so much more aware of what's available -- the resources. The first year, I was just scrounging. How do you know what to teach? ... a lot more relaxed, alot more confident.

She explained how she used resources differently in her second year:

> I know the resources available. Other things I did know were there but didn't know whether they worked or not. Last year, 'Oh, this looks pretty good, let's give it a try'. This year, I say, 'It worked. Let's make it work better.' Where I had one thing last year, now I think that wasn't good enough. I must have lots of things, things like I did a unit on money. ... This year that wasn't good enough ... much more integrated. I am more comfortable with integration and things have a focus. They're not just sheets. They're organized. Now I have sheets that have worked and sheets that I'd like to try. Of course things that I found last year -- I did my money unit in November when they're still having difficulty counting by fives. I'm having it now in March. So I reorganized my schedule.

Concerns. Her concerns centered mainly around maintaining control over the students and around her evaluation.

> I have them under control and I'm concerned where they are going to go next year, whether the teacher next year will let them get away with things.

> ... I can relax until it comes to evaluation. I feel very comfortable with my class, but [the principal] comes in and I stop talking. I forget what I'm doing. I get very intimidated. ... This year I feel so much more comfortable and I just --I know, if I'm going to be evaluated, I take it for what it's worth.

When asked what might shake her confidence at that point, 3-02 responded that conflicts would. She had had one that year. One parent wanted someone from the city to evaluate her reading program.

> Because I am so intimidated, I said, 'Well, I guess that's alright'. ... I thought she was way out of line. I was very upset to have her think that I was not qualified or something, that I wasn't getting the response from the child ... The consultants are very pleased with the program and he's doing very well in it.

Professional Concerns. She would like to take a philosophy of education course and some psychology courses now because when she took them she "was intimidated by other people" . She would like to see more grade level meetings. She said,

> the practical experience of teaching is so much more than what I learned. In one year of teachers' college you read all this theory and that. Not until you're teaching does it fall into place.

Future Plans. Next year she looked forward to starting it with all new faces.

> I would rearrange my plan, one more time. I rearranged it this year from last. I'll rearrange it next year because, although I thought it was better that way, there are still bugs to be ironed out. ... Discipline-wise, ... I wouldn't change that. I would think as far as resource materials, I would like to start everything a lot earlier. That's what I said last year. I'll start in August and fill out my form. So some things I'll order in June even if I won't be here.

When asked what she saw herself doing professionally, she said,

> I would probably like to teach for a couple more years. I've decided that once I have a permanent contract and three thousand dollars, I'm going to have a baby. Then I'd like to take off for a few years and come back, teach for a few more years.

She said she did not know about going into administration because she did not know if she were that capable.

> I'm saying that now but in years from now, I'll kick myself for saying that. ... I'd like to think of myself as being very creative, and I could see myself twenty years from now not teaching. I think teaching is okay for ten or fifteen years and then [I see] going into something like administration. You could go into something like IMC or illustrating textbooks.

The teachers who referred to the second year of teaching corroborated many of teacher 3-02's comments.

Experienced Teachers' Descriptions of Second Year

Four of the twenty-five teachers with more than two years of experience commented specifically on the second year. As a third-year teacher put it:

> 4-03. [Then] you've survived and [you go on to ask] how can I improve on that to help these children learn. You're better organized, got more games, got things ready for children, so then you can spend more time in very specific areas that will strengthen you as a teacher.
> ... My second year, I had already covered the topics, so I could sit back and say, 'Okay, let's write those ideal lesson plans, pull in this guest speaker'. I felt a lot better about what I was doing with kids. I felt here's something really good. I felt more confident, consolidated and you find that other poem that really fits.

One teacher had a friend who was in her second year of teaching. Teacher 17-05 saw stages in her friend which were "familiar" to her. The second-year teacher had had trouble with discipline. She was teaching subjects which she did not know how to teach and feeling incompetent. The principal had advised her to get tough, which she had done.

> She's to the point now where discipline is more important than whether or not they like her. She's got a lot more confidence. ... She learned how to fake it. She also learned not to be afraid to say she didn't know.

Another teacher described the second year as a time of re-evaluation. He thought teachers may feel too confident or satisfied with themselves.

> 18-08. I think they do a re-evaluation as to what they've done the first year and they're still trying to make amends and they're trying to re-evaluate. It is kind of a dangerous year too. They may feel they know it all, have mastered the job, don't have to worry about all the things [they] worried about [their] first year, don't have to work as hard and so on. And that's where some people go in the wrong direction.

Summary.

The second year seemed to be one of consolidation and becoming comfortable in teaching. The teachers began to look at their students and how best to teach them.

Third Year

Three teachers were in their third year of teaching and three teachers made references to the third year. The data from each group is summarized below.

Third-year Teachers

As one said, "this year has been better" (29-03). Another described it as a "fun year -- everything has been different" (27-03).

> 29-03. Even this year, I feel much more relaxed. ... Things start to come to you. You don't have to -- I'd be writing all these things down and I'd be looking at my notes, but now I feel more relaxed. We maybe get into something else. That doesn't mean we lost what we started out at. I'm not afraid to get away from the book. ... That was a panic situation at first there. You deal with it after a while.
>
> 4-03. Now, this year is different. There are no discipline problems which has allowed me to get into reading and the very small, small steps required to learn to read.
>
> 27-03. I think you relax more with experience. You focus more on the important issues, less on the others. Lesson planning is very important, but the emphasis that was made in University was just phenomenal ... It made you almost inflexible. The hours spent lesson planning my first year, I look back now and think I was crazy. ... This year, I still follow the format, but it only takes a word or two. It doesn't take as much depth.
>
> ... I still overplan, book too much in, know that I can't get it all in but do it anyway, just in case. You never really know ... super bright class, maybe you can't ... then you extract ... certain things that just aren't as important.
>
> ... Every year I try something different. I try and keep the good and take away the bad -- or even put away some of the good and try something new.

Experienced Teachers' Descriptions of Third Year

Three teachers described the third year as a point at which things changed.

> 20-14. The first two or three years, you are sort of floundering, trying to get all these things

done. [There are] different curriculums. [You wonder] how to teach this, how to teach that. Then you get to [another] stage.

30-15. I think it takes three years to realize you can do a job, a technical job in the classroom.

18-08. [Everything] starts to kind of come together as a teacher. You start to feel you really have the job in hand. You have an idea. You know how the school works, the procedures, all the things that didn't make sense suddenly start to. From the male point of view, and I'm not trying to be sexist, from what I experienced and from talking to other teachers, the male teacher, in their third year, starts to look at, 'Hey. I don't want to be labelled as a teacher. I'm an ambitious person. I want to go out and change the world. I want to get into powerful positions. I want to be important'. That's where some of the frustrations come in.

Summary

The third year seemed to be a time of expansion. Teachers delved into their subject areas, expanded their repertoire of teaching material and methods. Some began to look outside the classroom at administration and other opportunities. Generally, they were more relaxed and seemed better able to cope with their roles.

Fourth Year

Fewer teachers made a specific reference to the fourth year of teaching. Two teachers were in their fourth years of teaching. Three teachers named the fourth year as a point of change.

Fourth-year Teachers

The teachers described themselves as still learning and enjoying teaching. One teacher said this year had been an "awakening session" for him. His philosophy had changed.

> 19-04. If I can help one or two kids, that's fine. My main job now is to try and help them develop the basic skills.

He thought,

> to be a good teacher -- and I still have a long way to go -- you have to be willing to change with the situation and you have to be very, very open minded to new techniques in teaching.

He described himself as cynical, but he was having fun. "When teaching stops being fun, it means I have to move." He was beginning to accept the fact that there were kids who could not "stand" him, but it was difficult and had taken three and a half years.

After four years, he felt he was still incomplete in his training.

> I need three or four more years to convince myself I'm not too bad a teacher. I'm successful in different things but to be successful, you have to continually work at it and learn.

The other teacher in her fourth year said she had learned to be flexible over the years. When asked what kinds of concerns she faced as a teacher now, she answered,

> when I'm reteaching I'm not as enthusiastic. So I continue to change what I'm doing. ... This year I found my enthusiasm was not as good ... so I had to find new things, related of course. ... I'm not talking about reteaching something the kids

> didn't get. I'm talking about the whole course over again.
>
> Other concerns? ... You don't really see the results. You hope, in your idealistic way, that you really see some progress either academic progress or social and sometimes you get really discouraged. They can sometimes say all the right words when you have discussion, but you know it's not integrated into who they are. But what keeps me going there is I think maybe I'm planting some seeds.
>
> ... I guess another is my own professional development. ... I'd like to go and get a Masters' degree at least but I want to change. I don't want to be a teacher. I want to be a guidance counsellor. I always sort of wanted to be but now I really want to because I really see a need for somebody with some empathy for where the kids are at. So, really, my quest for education is more for a change rather than adding to my teaching skills.

The teachers in their fourth year were not finished their growing and learning as teachers.

Experienced Teachers' Descriptions of Fourth Year

Other teachers said this year was one in which life decisions are made. Teacher 18-08 said teachers are re-evaluating "where they're going" during this year. Teacher 10-06 made a similar observation when she said

> I think after the third or fourth year you wonder about becoming bored. Then you have to make another decision as to whether you're going to specialize, whether you're going to continue going on and on and on in the same thing, or try to develop new programs.

When asked if it sparks people on, she answered, "Yes, or they make a career change".

A third teacher thought his second, third and fourth years of teaching really "formed" him as a teacher.

Summary

It seems the fourth year may be one of continued growth, or one of disillusionment after which teachers find a new sense of direction which will sustain them in a pattern of lifelong learning, or they stagnate.

Fifth Year

Two teachers had been teaching for five years at the time of the interviews. There were three teachers who looked back on the fifth year as a time when something significant happened.

Fifth-year Teachers

Teacher 17-05 said she was at the point where she was "kind of bored with the job" and wanted some changes: "I've gone from survival to competency to boredom." She had taught the same things to several classes every year and was tired of the courses but reluctant to throw them out: "there's so much good stuff". When asked what had happened to all the energy and enthusiasm of her first year, she said "you hear the same stories or excuses over and over again, and some classes never seemed to progress".

Even at that point in her career, she referred to doing something that "goes against my grain, but it's survival". Learning "survival" could not be taught through university or by observing a teacher, she thought. It came by "having your own class". She tried to relate the course to the students and approached it from an "integrated or wholistic" perspective.

Her goals were to stay one or two more years then move to a larger school or go back to university.

When asked how she had changed as a teacher, she said

> I'm certainly more competent than I was before. Simply in doing the same things over you learn to anticipate and you remember what went wrong last year. ... I've learned how to handle parent-teacher interviews.

Her approach to the students had changed: she did not "bleed for these kids anymore" but "tried to instill a sense of responsibility in them". It was a result, she thought, of self-preservation and maturity on her part, as well as not caring whether or not they liked her. She said,

> in some ways, I'm more patient and in some ways I'm more impatient. ... And, I'm more relaxed. Like, I don't think I have to have an absolutely silent classroom because if someone walked by and saw that the classroom was not absolutely silent, I could tell them why and I could justify and explain it, and more importantly, I don't think it has to be quiet.

The second fifth-year teacher, 15-05, had recently become a mother and she thought that she had changed as a teacher. Motherhood had "taken away a bit" from the teaching: she did not take work home and tried to get it

all done at school, whereas before, she would take work home one or two nights a week. As a result, she spent less time in the staff room with the other staff.

She had had a student teacher for the first time that year. It was "a real eye-opener for me to think I knew all that after five years". When asked what were some of the things she found she had learned, she answered:

> basic conduct in the classroom, just general things. Like, when they come into the classroom they're to sit down and be quiet. Just, I guess rules in your classroom, discipline, little tricks of the profession, I think, that you get to know after a while.
>
> ... I think a lot of things you get from experience, just working. [Things] seem to re-occur year after year. ... Every year you learn a few more tricks.

She said she had changed over the years.

> One thing I've noticed myself is I've got harder. I found I got really emotional about what was happening to the kids in my [Special Education] class.
>
> I don't have as much ambition. The first couple of years is just go, go, go, can't stop. I think everybody goes through that. As the years go by, you just don't have as much energy. ... Just get wound down a lot easier. ... Then there are so many things happening in my own life -- my daughter ... Still have lots, just not as much. The first year, I thought, there's no way I can keep up. I was just working and working all the time, every night ... I slowed down and you feel more confident.

Experienced Teachers' Descriptions of Fifth Year

Three teachers made specific comments about the fifth year of teaching. One teacher described her fifth year in the following way:

> 11-08: In my fifth year of teaching, I went through burnout. I couldn't take any more. I couldn't take any more seeing children hurt. The relationship to me was becoming much too demanding, all the roles I had to play. ... Because I had a new child, ... motherhood ... combination very, very difficult.

When asked if she thought it might happen again, she said she didn't think so

> because I'm not dealing with the problems [in the class] I had. It may happen in that I feel I've done all I can here but I don't think it's a matter of I can't give any more because I was giving so, so much in that situation.

30-15 looked at a range of years:

> Somewhere between three and five years you generally go through the questioning. You want to be different than you are. You've probably set unrealistic goals -- quite typically, they look at administration.

The third teacher described the teacher with five years of teaching experience in a special way.

> 18-08: By the fifth year, you kind of have your act really together. You're really in there. Your heart's in there and those other things -- suddenly you come to the realization, maybe it's a maturation point, that you do a good job in the classroom and you don't have to go on looking. I didn't go out looking for an administrative position.

When asked what he meant by "having your act together", he went on to explain:

> Maybe [it's] contentedness in what you're doing, reaping more pleasure from the kids. You have the skills in terms of daily information processing. ... About the fifth year, the naturalness comes in and you can draw more things out of them. You can relate to them in a more meaningful manner, and you're much more content and comfortable in what you're doing. You have an understanding of the political nature of the job. You have mastered discipline. You are able to get into different dimensions and that allows you -- your

job comes together and gives you more time to do other things in your life.

Summary

Teachers who were in their fifth year of teaching seemed to corroborate what experienced teachers recollected or had observed. Although they identified change, they did not leave the impression that they had "arrived" and were finished in their development as teachers. Instead, some teachers seemed in a stage oriented to lifelong growth.

The teachers referred to stages many times in their conversations. Their comments tend to validate the above cycle. In the next section the teachers' "stage theories" are described.

Stages Suggested by Teachers

In addition to describing themselves in their careers, some teachers described what they considered to be stages in teaching. Soemtimes, the researcher would raise the concept with comments or questions such as, "Would you say teachers go through stages?" At other times, the identification of stages was a spontaneous reaction to a question or the teacher's own line of thinking.

It seemed of value to summarize the stage theories identified by the participants. The first teacher to suggest certain stages had been teaching for four years.

The researcher asked him if he thought teachers went through stages. He said:

> 19-04: Good teachers do, hopefully. I'm trying not to make it sound in the sense that teachers that are natural teachers, good teachers, go through stages of development. They are continually changing. If a teacher stops changing, he stops being a good teacher. He becomes deadwood. A good teacher has to go through a lot of stages as they go through their teaching, like, if they don't change they'll dry up. A teacher goes through a stage in first year of teaching, a stage second year teaching. I went through a stage this year in my fourth year of teaching. I've gone through three stages.

When asked to identify the stages, he outlined them as follows:

> The First stage: I was really, really keen, willing to teach the kids everything I knew and they would learn from it.
> Second stage: I was keen. The idea of being friend was still important and being able to teach them but there were some failures with my second stage.
> Third stage: The idea of being a teacher, imparting something but a little discipline was more important and the development of ideas and philosophies so far that what I teach the kids may sink in but it may not sink in, that there will be failures.
> Next few years: I feel I'll be going through another stage in a couple more years. I may go through one next year. I don't know what the fourth stage will be. I'm not sure at all, but there has to be a fourth stage and if I don't hit a fourth stage, I'm in trouble.

He likened teaching to life and "there are a lot of stages in life". He thought there were different types of stages. To him,

> If you learn something that is very, very influential on the teaching style, it means you're going through a different stage. ... The more time I spend thinking about learning, the more chances there are that I'll see more stages in other people.

He described his transition to the most recent stage as "a complete awakening".

In another interview the researcher asked the teacher to record and pass on to her anything else "along the lines we have been talking about" and shared with the teacher her musings: "I don't know whether there are stages we go through as we teach or not." The teacher, 17-05, did not know whether she had been "teaching long enough to know that". However, after the researcher shared some more thoughts, the teacher volunteered something she had noticed:

> The girl I drive with is in her second year and I can see stages in her that are familiar to me.

Her observations were recorded in Chapter VI, under the second year.

A teacher in her eighth year of teaching referred to stages indirectly at first by describing two first-year teachers with whom she had taught as being "a few steps ahead when she started teaching than when I started". She also implied stages of development when she described her year.

> 11-08: I found coming back very difficult because we [she and the person who had been teaching her class in her absence] had very different ideas. Also, it was her third year of teaching and this is my eighth year and there is definitely a difference in, I would say, basically, expectations of students. Part of it, of course, is personality and other things were just things you pick up along the road. As you're teaching, you just realize that if you allow this to continue that it doesn't go away, that you have to

> deal with it and go from there. But I really attribute it to experience.

This teacher thought being "tuned into what you are ready for and being able to go for it rather than just continuing on your little path" would be one of the stages of teacher growth. She was interested in teacher growth and suggested:

> maybe there are stages and some teachers never get beyond the second stage. Or, what sparks them from one stage to another?

Although 11-08 identified ways in which teachers change over their careers, she did not specify a certain number of stages or describe a series of stages.

One person delineated stages of development over the first five years of teaching. His comments were used in the appropriate sections in Chapter VI, but will be brought together here for consideration in this context.

> 18-08. First year. As a young teacher, the work load is phenomenal because you don't have the feel for what you're doing. I do believe there is a teaching growth whereby, your first year, you walk into the school and they have all these rules and regulations, curriculum, kids, and you don't understand any of it, but you're pretending that you do. ... It is survival.
>
> Second year. I think they do a re-evaluation as to what they've done the first year and they're still trying to make amends and they're trying to re-evaluate. It is kind of a dangerous year too. They may feel they know it all, have mastered the job, don't have to worry about all the things [they] worried about [their] first year, don't have to work as hard and so on. And that's where some people go in the wrong direction.
>
> Third year. [Everything] starts to kind of come together as a teacher. You start to feel you really have the job in hand. You have an idea. You know how the school works, the procedures, all the things that didn't make sense suddenly start to.

> The male teacher, in his third year, starts to look at, 'hey, I don't want to be labelled as a teacher. I'm an ambitious person. I want to go out and change the world. I want to get into powerful positions. I want to be important.' That's where some of the frustrations come in.
>
> Fourth year. They are re-evaluating where they're going.
>
> Fifth year. By the fifth year, you kind of have your act really together. You're really in there. Your heart's in there and those other things -- suddenly you come to the realization, maybe it's a maturation point, that you do a good job in the classroom and you don't have to go on looking. I didn't go out looking for an administrative position.

When asked what he meant by "having your act together", he went on to explain:

> Maybe [it's] contentedness in what you're doing, reaping more pleasure from the kids. You have the skills in terms of daily information processing. ... About the fifth year, the naturalness comes in and you can draw more things out of them. You can relate to them in a more meaningful manner, and you're much more content and comfortable in what you're doing. You have an understanding of the political nature of the job. You have mastered discipline. You are able to get into different dimensions and that allows you -- your job comes together and gives you more time to do other things in your life.

At that point, he admitted it was more difficult to talk about the present. He felt he was still growing. It was his philosophy of life which affected him most.

One more teacher referred to one stage in the career of a teacher. It seemed from her career that there was a "grasping" stage which lasted two to two and a half years, after which teachers "settled down". She went on to explain:

> 20-14. The first two or three years, you are sort of floundering, trying to get all these things

> done. [There are] different curriculums. [You wonder] how to teach this, how to teach that.
>
> Then you get to [another] stage, which probably lasted five or six years for me. After that point, I was bored and needed a change to bring out my creativity. The stage of creativity branches out into all sorts of areas, not only creativity in methods of teaching, but ways of relating to children.

One person described teaching as a "developmental process".

> 30-15. I think it takes three years to realize you can do a job, a technical job in the classroom. Somewhere between three and five years you generally go through the questioning. You want to be different than you are. You've probably set unrealistic goals -- quite typically, they look at administration. ... Somewhere around the seven, ten years, you'll either stay in the job, do a good job, get out, or set into your little rut. You can go through the technicalities but your heart's not in it. Once you get your heart into it, you don't care [whether you are promoted or not].
>
> One other stage a teacher goes through is organization. Until you can organize, until you can anticipate, you can't do an effective job. You'll get so far but you'll never get the whole result that you want.

He went on to describe the nature of being ready to learn certain principles in teaching.

> They fight the situation for some time because they're not trained ... They don't know what to expect in the classroom. So their ability to anticipate isn't good, partly because they haven't had anything to relate to, to anticipate for, so to tell them about it means nothing. They have nothing to relate back to to give it significance or importance. Once they go through the experience, and they can see it, it only takes once to work. It's like with a kid. When the light comes on and you know and you don't know why you didn't have it before because you've done it six times the same way, but all of a sudden, the light comes on.

Both the teachers' own theories about stages of development and the data from the interviews suggest there are several stages through which teachers grow during their careers.

Conclusion

The teachers reported changing with regard to their personal and professional orientations. Teachers said they were more confident and secure, more relaxed, more flexible, more organized, more open-minded, more realistic, more objective and had gained greater perspective. Professionally, the teachers became more willing to ask for help. They had a better understanding of both the students and the curriculum. With increased experience, the teachers found planning and discipline easier.

As they described how they had changed, teachers often referred to stages through which they went. The next chapter will summarize the findings from the data and present a model to describe teacher development over their careers.

CHAPTER VII

SUMMARY OF FINDINGS AND PRESENTATION OF MODEL

Introduction

Talking with teachers about what they do generates a lot of data -- all of it of interest to teacher educators. However, the study was designed to generate a theory on the developmental stages of teachers' growth during their careers. Teachers with different years of experience were described in an effort to determine whether any patterns existed when the data were compared. It is the purpose of this chapter to summarize the data on how teachers develop over their careers and present a model of teacher development suggested by the data. The data are summarized according to the teachers' experience, the abstracted themes and the constructed themes. In the last section teachers are described according to the stages of the model.

Experience

The twenty-seven teachers interviewed had had a great variety of experiences prior to the year in which they described themselves. There were teachers who were thinking of leaving the profession and others who were very excited

and satisfied with teaching. In describing themselves at the point in their career at which they were being interviewed, they referred to several events which had been important to them and caused a change in them as teachers.

Past years of experience, teaching other grade levels, teaching in other schools and substitute teaching caused the teachers to grow for many reasons:

1) past success gave good feedback and made them more confident;

2) it taught them about the curriculum and how students learn; as a result, they could better tailor the curriculum to fit the students' needs;

3) it made planning easier:

4) it gave them the opportunity to try out lots of ideas and keep the better ones;

5) it made it easier to assess the value of materials;

6) it gave them a better basis on which to judge whether or not a lesson was going well, and then what to do if it were not.

7) it gave them a perspective on expectations for the students and themselves.

Having more experience with children helped teachers learn more from courses in education: ones they had taken or were taking. As one teacher put it,

> 19-04: Theory doesn't really teach me how to do something. It gives you ideas, but you have to put them into actual practice and it has to be a situation you are control in.
> ... If you give the teacher the theory before they've done anything, they don't know what's

> going on. They can't draw on examples from their past of how the theories have been effective. I think the better bet is to give them the practical experience for a couple years. Let them do the actual work. Let them struggle through, develop their own theories and techniques and then hit them with formal theory about teaching. This way they will learn a lot easier and they will appreciate the theory.

Several teachers commented on the usefulness of having experience prior to theory. This is a basis of Knowles' andragogical model of learning:

> [they are ready to learn] when they experience a need to know. ... The chief sources of readiness are the developmental tasks associated with moving from one stage of development to another; but any change ... is likely to trigger a readiness to learn (1984:11).

Although any one of the above mentioned experiences, or combination thereof, was named as an impetus for growth, development along a continuum was not guaranteed. It was not possible in this analysis to make generalizations about any of the teachers based on their comments on these dimensions. Further study is required to determine in what ways and when these experiences move teachers along in their development. During the process of analyzing the interviews, several themes which seemed to indicate growth in maturity and effectiveness in teaching emerged.

Abstracted Themes

The themes which the researcher abstracted from the data were, again, indicators only of progress in the

teacher's development, not of achievement of a particular level. Critical thinking, an orientation to growth, the gaining of perspective, and certain personal and professional traits were analyzed.

Critical Thinking

Most teachers were analytical and self evaluative in their interviews, but no patterns with respect to their years of experience were obvious.

Growth

There were teachers who found opportunities for lifetime growth and learning and who sought help, change or challenge in their careers. No teacher with fewer than four years of teaching referred to lifelong learning and seeking help and only six teachers sought help. These qualities seemed to be an indication of further development. Seeking help seemed to be one category on which a teacher's developmental level could be assessed.

The changing nature of teaching seemed to be something valued by all the subjects. The first, second and one of the third and the fifth-year teachers did not indicate they sought change. It may be that teaching was still new enough to them.

Perspective

Many teachers referred to the gaining of perspective over their careers which suggested it was a scale against which someone's development may be judged. The first-year teacher seemed to recognize her failure in meeting her expectations but she did not seem to accept it as a fact around which she would work. It was not until the fourth year that teachers indicated an acceptance of the fact they have or would fail: they had failed but did not consider themselves failures.

Personal and Professional Traits

There were personal and professional traits mentioned by the teachers which seemed to have relevance to a teacher's development. The personal traits included having a positive attitude, being cautious and lucky and trying to be creative. Many teachers had a professional orientation which seemed worthy of study: they had fun, enjoyed teaching, loved teaching, enjoyed kids, or loved kids. Some teachers mentioned other teachers and an extracurricular commitment to the students.

The uniqueness of the reference to the personal characteristics seemed to warrant further investigation. The personal traits examined emerged only in teachers with four or more years of experience, with the exception of the second-year teacher who considered herself creative. The

present study was unable to determine any patterns. It seemed these traits may come with experience.

The professional traits did not show obvious patterns according to experience either. Most (ten of thirteen) of the teachers who said they had fun and who loved teaching and students were between four and fourteen years of teaching. It seemed teachers could relax and enjoy teaching with experience.

The teachers who were involved in extracurricular activities were between the years of four and fifteen. Perhaps no one before the fourth year has the time or realizes the value of spending their time in extracurricular activities with the students and teachers with more experience "have had their turn at it" and opted out.

Summary

The themes abstracted from the interviews suggested some change over the years. A description of the themes for the teachers at the beginning of their careers is given to support the developmental stage theory.

Year 1

The teacher valued her past experience as mother, Sunday School teacher, and aide in her present position. Her maturity helped her in university and helped her relate to parents. Comparing teaching with previous jobs proved a

frustration and made her doubt the wisdom of her choice of careers: she was not sure she would continue.

She used critical thinking but made no indication of an orientation to growth. Just trying to keep up, she seemed unable to look for further challenges.

The first-year teacher did indicate she had gained some perspective but it seemed minimal and a result of circumstances: she just could do no more. She had not learned to separate her personal and professional life although she saw the problem and untenability of her present position with teaching consuming all her time.

She loved the students and found their response made it all worthwhile. She did not say she liked teaching and was not involved in extracurricular activities, although she was involved in professsional activities. The professional activities served to affirm her as a person: the committee accepted her contributions at face value, not as the "beginning teacher" position she felt at the school level.

Year 2

The second-year teacher did not demonstrate critical thinking in the way of being analytical or self-evaluative. She did not mention lifelong learning nor seek help, a change or a challenge. She did try to be creative and did enjoy teaching. She did not mention being cautious or lucky and did not demonstrate or refer to having a positive

attitude. She was not involved in extracurricular activities at that point.

The second year seemed to give the teacher an opportunity to consolidate what she had learned the year before. She felt better and more competent as a teacher. Discipline was her major concern that year; planning and teaching were going well.

Year 3

These people were analytical and self evaluative in their interviews but they were not "growth oriented" as defined in Chapter IV except for wanting a change or challenge. They all had gained some perspective with regard to their jobs and the separation of their personal and professional lives, but not with regard to failure. None of them showed a positive attitude or referred to being creative, cautious or lucky. Just one said she had fun teaching but she and another enjoyed the students. None of them were involved in extracurricular activities and none referred to other teachers.

Year 4

The fourth-year teachers were critical thinkers and sought lifetime learning and change. One sought help; the other did not. The same difference applied to many categories: the one who sought help had also gained perspective with regard to teaching, failure and a

separation of the personal and professional lives, demonstrated a positive attitude, was creative, cautious and lucky, and enjoyed both teaching and students; the other teacher did not.

The teachers seemed to represent a different stage from those in their third years. They appeared ready to expand their repertoire of skills.

Summary

The beginning teachers seemed to represent three stages of teacher growth:

Survival - year one

Consolidation - years two and three

Expansion - year four and above

Teachers with more years of experience were more complex to describe. The abstracted themes added another dimension for analysis. The more experienced teachers and their stages will be described in subsequent sections.

Constructed Themes

The data constructed by the researcher's questions did disclose some patterns in the ways teachers develop over their careers. The patterns are presented under each of the constructed themes.

Role

Teachers defined their roles in a complex, encompassing manner. They had responsibilities to students, parents and the community and their profession. Their sense of responsibility became more specific with experience. They gained perspective on the demands they felt were imposed by themselves and others.

The first year teacher seemed to feel an immense sense of responsibility to all people with whom she had contact. The things she thought she should do could be described as "drivers" in psychological terms. There was almost a sense of panic in all that she attempted to do. Her perceived role seemed to be more difficult because of the personal expectations resulting from her ideals.

The second year teacher seemed to look specifically at the teaching situation in which she operated. The expectations she mentioned related to the attitudes then the academic progress of her students. She did not refer to the parents or the profession as the first year teacher had, but did specify personal objectives. She seemed to have narrowed her role in order to accomplish it better.

The third year teachers, like the first-year teacher, perceived many functions for themselves. However, there seemed a sense of control and expectation in their ability to accomplish all that they set out to do. What they thought they should do was idealistic, as were the functions identified by the first-year teacher, but was more specific,

as opposed to the general statements from the first-year teacher.

At this point, the teachers seemed more responsive to the students' needs in the sense of being more aware of what their students required and what they felt was important to their students. They referred to teaching them "where they should be taught" and seemed to look at a higher levels of learning for the students. They sought to "look at ways [their students'] learning [could] be generalized"; to "help them retain what they learn"; to "let the children have some power too; and to "develop in them responsibilty for being independent and resourceful". It seemed that the teachers had the confidence with which to accomplish their ideals for their role.

None of the third year teachers identified any role expectations with respect to the parents and community or their profession. They focussed on the students and their personal expectations.

Teachers in their fourth year seemed to continue the expansion begun in the third year. The aspects they listed were many, specific, but with a broader scope. Their focus was children and how best to teach them. One of their functions was to prepare their students for the future: "plant the seeds"; "give them the tools to survive".

Personally, they were committed to learning and changing. For the first time, one teacher made a conscious effort "to be enthusiastic" along with other desired

characteristics. The teachers mentioned their continued professional development as part of their role. They also identified responsibilities to the parents and the community. It was at this level teachers seemed to see "self as instrument". One said they were to "manipulate what is at your hand".

In describing their present positions on the teacher's role, teachers in their fourth and fifth years used the past to contrast and thereby explain the concepts. The difference tended to be from an idealism borne of attempting to "change the world" to the realism of helping the students "develop basic skills". They mentioned a "maturity" which freed them from worrying whether or not the students liked them. The first time the integration of the subjects as a role expectation was mentioned came from a fifth-year teacher. A sixth-year teacher make a conscious effort to "move them from a structured to a less structured [situation]".

A new level seemed to emerge when a seventh-year teacher described his role. He was settled in his role as teacher in the classroom and now looked beyond the classroom to helping other teachers. His conscious effort was to remain challenged.

A teacher in his eighth year saw a broader, societal function in his role: "to get a hold of as many of these troubled kids as I can".

After ten years teachers referred to doing "whatever is necessary, like cajole, browbeat, wheedle them, to get them to perform" and "if you're not getting anywhere, steer them in another direction".

A teacher in her twelfth year was the first to mention a personal goal "to not become set in my ways and refuse to try new things". She, too, seemed to be making a conscious effort to behave in a certain way.

Another teacher in his twelfth year perceived that the role expectations on him differed from one agency to another. There were the government, the parents and himself and each had slightly different expectations. To him, one of his roles was to model an approach of life.

At fourteen years of experience a teacher identified the development of "good public relations" as one of her roles. She seemed to consciously be doing what younger teachers do naturally: "to push yourself and not lose your creativity, your ability to innovate or the desire, to not think it is too much work".

One of the most experienced teachers said it was important "to accurately assess [your] own gifts and limits and to gravitate as much as possible to them". Another added dealing with children "in terms of their family background" to the teachers' responsibility. She summarized the teacher's role when she said "to streamline the curriculum and leave out the frills; to put more stress

on work habits, on character development, and on the language arts fields than on anything else".

With experience, teachers' concepts of their roles seemed to move through stages:

1) initial idealism of their role in relation to personal expectations, students' progress, parents and the profession without a sense of perspective from which to establish priorities;

2) a retreat into fewer and simpler, more immediate aspects of their role;

3) an expansion, a return to the broader concept of their role which still focussed on students' progress but with a greater sense of perspective and realism and with a broader concept of students' learning;

4) the addition of the role of helping other teachers, of fulfilling a valuable role in society, of modelling an approach to life, and of being committed to lifelong learning.

Throughout their careers they maintained a focus on children and themselves but varied in the specifics of those foci. Their role with regard to parents and their profession changed from one stage to another.

Concerns

The teachers' concerns were of a personal, professional and external nature. There were some developmental aspects of their concerns.

The first-year teacher was concerned about her competence: could she do the job; was she doing it satisfactorily; how was she to know? She also looked in the future and was concerned whether she could cope if teaching were to remain the way she was finding it at that time.

The second-year teacher's concerns were of a personal and professional nature: would she have a job next year; and, what would happen to her class' discipline problems with next year's teacher. Professionally, she was also concerned about the fair distribution of her time with all the students.

In the third year, teachers' concerns turned to meeting the students' needs. They seemed to have gone beyond the survival stage to one where they were concerned with the refinement of their skills and expansion of their teaching repertoire. At this point in their careers, they began to consider life decisions, like juggling a career with motherhood and not being able to take a few years off because their positions would disappear, and looking to administration or what the future in teaching holds for them. Teachers were concerned that they continue to change as teachers: "keep the good and take away the bad". They

mentioned their professional development as a concern. For some there was still the question of their competence.

The fourth-year teachers seemed to consider themselves as instruments: they were to be enthusiastic; they were to change students' attitudes. A few of the teachers seemed to have expanded their concerns to encompass how they interacted with adults -- other teachers and parents. They began to consider larger professional issues and professional development for themselves and others. One of their personal concerns was to continue growing.

About the fifth year, teachers began to mention concerns about teacher welfare issues such as adequate salaries, technical support staff, preparation time, etc. A teacher in his eighth year added another teacher welfare issue: the need for counselling facilities for teachers and adequate support systems for teachers with problems. It was a teacher in the fifth year who first shared a concern about becoming bored.

Another level seemed to come when teachers considered advancement in their profession and the training of young people in the profession.

Teachers in their eighth year identified concerns for societal expectations on them and the schools in general and for the direction in which society seemed to be moving -- "more helter skelter", "the questioning of authority", etc. Professionally, they were concerned that research in teaching was inadequate, that as a profession we did not

seem to get "rid" of the "bad" teachers, and that we do not deal with the "real" issues and problems of education but instead look at the showy things like a new Social Studies curriculum. One teacher shared a concern that he still did not put in as much time and energy as he would like to do because of other commitments.

The teachers' concerns seemed to move from a narrow concern with their own competencies to the broader professional and societal issues.

Planning

Planning is a critical vehicle through which teachers accomplish their goals, so the teachers were asked to describe how they planned. The differences among the teachers tended to center around their use of daily and long-range plans and their use of resources.

Most teachers used long-range plans more than daily lesson plans. One of the major changes over their careers was in their orientation to planning: from the "perfect" day plans to practical long-range plans. Experienced teachers followed the general outline for lesson plans routinely rather than in an "ideal" fashion as they had in their first year. They did not denigrate the use of daily lesson plans, but they seemed to put it into perspective over the years. They concentrated more on long-range plans beginning as early as the second and third years (in

this case, the second year teacher was required to prepare long-range plans).

The beginning teachers did not have the experience on which the "older" teachers drew so heavily for planning. It seemed that previous experience was the teacher's greatest resource. From their experience,

- they knew the curriculum and had a broader basis on which to judge the importance of its components;

- they had more alternatives from which to choose;

- they knew when certain concepts should be taught and where in the curriculum they should be at certain times;

- they knew what had and had not worked; and,

- they were able to integrate the subjects better.

They had "the big picture" from which to make their plans. Planning became quicker, easier and more direct.

The most important learning was to "read" and adjust to the students -- before and during the lesson. Many teachers mentioned the need to be flexible but in control of what was happening and when. Not until they had had some experience were they able to do this.

Success, Satisfactions and Rewards

The teachers' measure of their success and the source of their satisfactions and rewards were directly related to how they perceived their roles and with what they concerned themselves in the accomplishment of their tasks. There was

not much difference from one teacher to another on this dimension.

An experienced teacher volunteered that success in the first year was survival. The first year teacher did not define success. She referred to it only when she expressed her concern that all of her work did not "always meet with success with every kid". It seemed that success may be an all-or-nothing situation to her at this point. This is compatible with the notion of perspective: over the years, teachers seem to acquire a sense of perspective which says if they succeed with "one or two", that is all they can expect.

When naming the rewards of teaching, the first-year teacher identified several things which other teachers listed as indicators of success, such as the response from the students. She gained satisfaction "mostly from the kids", but also from positive feedback from parents and the administration.

The second-year teacher did not specifically mention success either. She listed sources of satisfaction in teaching, though, which "pleased" her: the progress of her students and positive feedback from the parents.

The third-year teachers felt successful when the students reflected back to them concepts or attitudes the teachers had been teaching. Their success contributed most to their sense of rewards and satisfaction. One of the teachers identified the difficulty of seeing "what you're

hoping for with the kids" because you are "just part of the chain". Another teacher differentiated among the students as to what constituted success for each. This matching of success to specific student outcomes is a result of their greater awareness of and concern for meeting individual needs.

Several teachers mentioned feeling successful or satisfied when "something clicks" or "the lights go on". The first to do so was a third-year teacher. A fifth-year teacher said one indicator of success was the students' talking and working on projects. It seemed there was a sense of success when the teachers, having set the system in motion, could sit back and watch it happen. Some teachers specifically named success as having the students do without you, not need you, be responsible for themselves.

The sense of satisfaction from seeing the students learn over the year persisted from the beginning to the experienced teachers. The experienced teachers seemed more relaxed about it: some students may not learn.

A teacher in her seventh year was the first to define success by giving negative examples. She was the only one to do so exclusively, which may indicate a stage of disillusionment.

A change in the students' attitude toward a teacher's course was a source of satisfaction. A fourth-year teacher was the first to mention it. To an eighth-year teacher, success depended on how you felt about "your relationship

with the children and what they're doing". Teachers of thirteen and twenty-one years found success from the personal challenge of "finding out what turns them on".

It seemed that teachers at all levels had a sense of satisfaction when their students came away with a better understanding of something, with improved knowledge and skills, or with a better self-image.

The pattern among the teachers was difficult to establish with regard to successs, satisfaction and rewards. A teacher of nine years summarized the standards by which teachers measured their success: getting the material across; having students enjoy material; relating well to students; and receiving positive feedback from the parents and the principal. Teachers did not vary greatly on these points.

Support

Feelings of support were critical to the teachers and their growth. Any person with whom they had contact was, potentially, a source of support. The type of support varied from listening to actually doing things for the teacher. There was some change in the source and type of support needed among the teachers according to their years of experience. Summaries of the teachers with different years of experience will show the extent of the change.

For beginning teachers, the administrators, parents in the community and their families provided support. The

support took the form of positive feedback and encouragement. The third-year teachers mentioned receiving support from the children, specialists and colleagues in addition to the administrators, parents and families.

Another change occurred with the fourth-year teachers. The teachers described the support of the administrators in more explicit terms. The types of support changed, too, from simply listening and encouraging to observation and feedback to help in their teaching. Professional development was listed as a source of support and as a type of support from others.

One teacher with nine years of experience was the first to refer to support in terms of technical support. Some of the teachers with twelve years of experience and more named their experience or background as sources of support. One of them said his method of teaching supported him.

Not all teachers with more experience were alike in their description of support. Some teachers denied the need for support, or said they relied on themselves for support.

The sources and types of support identified by the teachers suggested a pattern of development for further consideration. First and second-year teachers received support from the people with whom they had close contact: the administrators, parents in the community and their families. The support they received from these people took the form of listening and encouragement: non-threatening feedback. The next level was an expansion in the type of

support and the sources. Third-year teachers named children, specialists and colleagues as sources of support. Fourth year teachers used the administrators for support in their professional development as well as for encouragement.

Summary

The changes which the teachers showed over the years strongly suggest a confirmation of the literature on the developmental nature of teaching. The next section will explore the stages proposed by the researcher.

Teachers' Developmental Stages

Analysis of the data identified five stages of development in a teacher's career: Survival; Consolidation; Expansion; Disillusionment; and, Career Orientation (Holding Pattern or Lifelong Learning). The research coined the terms to describe what seemed to be the focus of each stage. Sometimes the teachers had used the word; other times, no one had. The first two stages were similarly named by Katz (1972). As Piaget describes a series of stages,

> each one is a necessary part of the whole and a necessary result of all the stages that precede it as well as naturally leading on to the next stage.

The stages do not correlate directly with the years of experience of a teacher. Instead they describe the change

through which the teachers move as they gain experience. Although the rate at which teachers change is variable and may be affected by circumstances, the direction of the change seems to be invariable until the last stage. Within each stage the lower stages are incorporated to account for the development of the teacher.

An Overview

The teacher's first task is to turn the goal of being a teacher into reality. He or she begins at the stage of surviving. Having worked toward becoming a teacher, the teacher must turn the dream into reality. That process takes two stages: one of surviving, managing to be a teacher in the real world; and another of coming to terms with what that means, consolidation.

Once the dream has become a reality, the teacher is freed to explore and test the limits of his or her capabilities. There is a stage of expansion and growth. In the process, the teacher also determines the limits of the system, which leads to the next stage: disillusionment.

The teacher finds out there are severe restrictions placed on what he or she can do by authorities and circumstances outside her or his control. No matter how much energy or how excellent the intentions, some of the teacher's goals cannot be realized. At this point, the teacher may give up and simply work within the system, or

the teacher may continue to learn and work in spite of the system.

For those who opt into a "holding" pattern, the rewards do not outweigh the disadvantages enough to warrant the expenditure of effort required to continue the growth of the third stage. On the other hand, the disadvantages do not outweigh the advantages enough to cause the person to leave the profession. The teachers will do a satisfactory job. They will just not show the extra initiative that an orientation to lifelong learning necessitates. This stance is not necessarily one in which an individual will be frozen for the remainder of his or her career. A certain administrator, group of children, change of schools, change of curriculum, change of teaching assignment, or other life event may launch the teacher into the lifelong learning orientation.

It may be that the teacher's orientation to work is simply one which favours doing a "technical" job and not one of growing and learning. However, this suggestion did not seem to provide an adequate explanation. First, the researcher's philosophical stance is that any individual has the potential to be self-actualizing. The corollary is that, given the opportunity, a human being will find rewarding and challenging work to do. Argyris and Maslow are among those who would agree. Secondly, the researcher's experience with teachers and her interviews with the teachers support the belief that most teachers enter the

field for the "desired" reasons: because they want to help young people learn and because they are interested in children and schooling.

Teachers who have a career stance of lifelong learning epitomize and incorporate the previous stages. They do have periods in which they experience disillusionment, growth spurts (expansion), and plateaus (consolidation) but it relates to the cycle of learning. The difference is that they do not experience the extreme swings of the earlier stages.

At any point in their careers, teachers may move from the "lifelong learning" stance to the "holding" pattern, or they may exit. They would most likely do that through a disillusionment stage from which they could not discern a new challenge or goal. Some may exit as a result of their lifelong learning orientation. Their stance toward growth and learning may lead them into other fields which hold a greater attraction.

Figure 2 illustrates how the stages may be conceptualized. As the teachers gain experience they move through Stages I to V. They may exit at any point. At Stage IV, they seem to have three alternatives for the fifth stage: they may exit, they may enter a "stable but stagnant" (Burke, et al., 1984:8) type of holding pattern, or they may have a lifelong learning orientation.

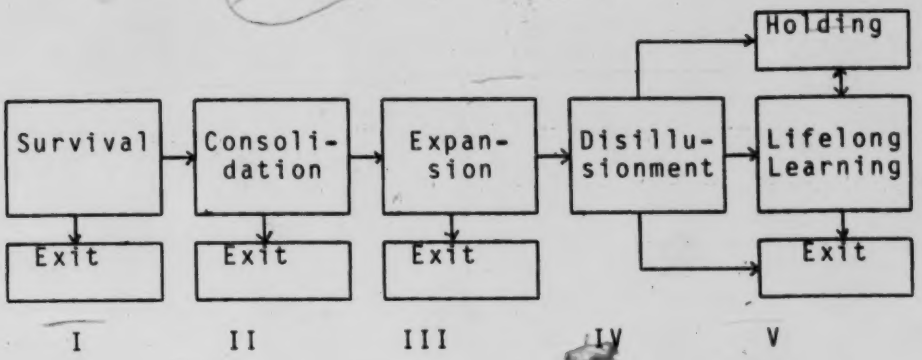

Figure 2
Stages of Teacher Development

Each of the stages and their relationship are described below.

Survival

Initially, the teachers are very enthusiastic. They tend to be idealistic, believing they will change the world -- at least the world of their students. They will be "superteacher", have excellent lesson plans, and help each child in their class learn.

They work very hard. However, no matter how hard they work, they seem never to go beyond basic survival: all that they do only enables them to keep up, not get ahead or do extras. There is a sense of panic with the workload and a sense of discouragement sets in: not only is there always more to be done, but regardless of their best attempts, some students do not do well. The teachers never seem able to meet their own expectations.

students do not do well. The teachers never seem able to meet their own expectations.

First-year teachers' role expectations are demanding and idealistic. Their concerns are about themselves -- their competence and their decision to be teachers. At the beginning of their careers, teachers spend excessive amounts time of lesson planning, plan for short term, and are very dependent on the plans.

Anyone who mentioned the first year reported the difficulties described above. However, not all found the year to be unpleasant; some enjoyed it immensely. They all found the year to be one in which they learned a lot.

From their experience, they gained a new perspective. The physical impossibility of doing any more work; the influence of the students; and living through, and watching other teachers live through, the "up's and down's" of teaching helped them realize what was and was not important.

The first stage which teachers seem to go through is survival: accomplishing in the real world what they dreamed of doing. It seems to take only one year: they find ways of surviving and reduce the stress; or they exit.

Consolidation

Having survived, the teacher has a basis on which to come to terms with the reality and the idealism of teaching. There seems to be a time of consolidation from which teachers can move to a next stage of development.

They are more relaxed, confident, integrated and calm. They are less intimidated and "know better now". Knowing they can teach and seeing the mistakes of the first year, they refine their skills and gather extra materials. They know the available resources and use them better in planning. Planning is easier, more integrated and focussed and longer term. During this period, they have the opportunity to try things for which they did not have time in their first year. As one teacher put it, "you are freed to strengthen yourself as a teacher".

There do not seem to be many changes in this stage. It is more a time of reflection and a consolidation of learnings from the first stage. It is a time to "fill in the holes". If the consolidation is satisfactory, the teachers move with greater enthusiasm into the next stage; if not, they leave the profession. The length of this stage seems to be one or two years.

Expansion

The next stage is a time during which the teachers, having had time to consolidate and integrate their theories with their experience, expand their repertoire and knowledge about teaching. They have gained experience which enables them to use their skills in ever expanding ways. They see more opportunities. They tend to reach out, to move ahead and accept new challenges and opportunities.

The data suggests this stage may not come until the fourth year for many teachers. At this point, they are looking at ways of improving their teaching. They ask for help from administrators, colleagues and specialists: they can accept failure without considering themselves failures.

The teachers' concerns focus on the needs of their students. When they define their roles, they do so in explicit terms referring to various types and levels of learning for their students. They also see a role for themselves in terms of the school, their profession, and society.

The orientation of people in this stage is similar to that of Stage V teachers, but the enthusiasm and growth-spurt at this point is more a transitional stage than a life orientation, as in Stage V. They have enough experience behind them to explore new possibilities. In a way, this stage provides teachers the opportunity to try, in a realistic manner, to fulfill their original expectations.

As they continue to teach, the teachers' attempts to improve and meet the needs of their students are not always successful. At this point, they enter the fourth stage.

Disillusionment

Following the expansion of their skills, teachers begin to ask "Is this all there is?" They become cynical: they have heard the same excuses for several years; they have tried hard and their efforts have not always been

appreciated or successful; they watch other teachers do less and manage. The teachers are afraid of losing interest, having no challenges and becoming bored. At this point, they are ready for new challenges.

After this soul-searching phase, teachers may go one of three ways: they may leave teaching; they may stay and remain disillusioned but live with it; or, they may stay and continue to find the challenges of new opportunities in teaching. The fifth stage represents a career orientation: a "holding" pattern or a "lifelong learning" pattern.

Holding

Those individuals who do not leave teaching but do not rise above the disillusionment to the level of lifelong learning seem to enter a stage in which they simply do what is necessary and remain uncommitted to their career. This may be the result of a personal orientation to work, or, it may be a plateau similar to Stage II. Individuals may not be locked in this stage forever. Rather, something may come and move them into the Lifelong Learning phase or out of teaching.

Lifelong Learning

Teachers who can resolve this internal conflict with teaching seem to move to a new level from which their development can proceed. They are satisfied with teaching: they see its intrinsic value. They have learned how to cope

within the system. They are at peace. They are more relaxed in the classroom and can joke with the pupils. They are organized enough and know the content well enough that they are specific and directive in their teaching. They are confident in the knowledge of what needs to be done. They can tailor the program to the pupil's needs or design the required one. They are more sensitive to the pupil's needs and less concerned with their own. They may set new purposes or directions for themselves. At this point expectations tend to be realistic. They have learned to anticipate: they remember what went wrong in previous situations. Their approach to the students changes: they encourage the students to take responsibility for themselves. It is not important to the teachers that the students like them. In fact, the opinions of others in general affect them less. They have reasons for what they do and enough confidence to answer any challenges.

The teachers have established what is and is not important in the education of their students. For example, teachers at this stage, encourage creative thinking, questioning, and learning how to think. They can select learning experiences for their students.

Teaching techniques come naturally at this stage, but the energy with which teachers started teaching is not there. Therefore their goals begin to include "being enthusiastic, interested". They are aware of what is needed and are prepared to "act" that way when required.

The stage of lifelong learning is an orientation or life approach to teaching wherein the person continues to learn and change with experience. Such an attitude is desired in teaching and many teachers interviewed believed it was their responsibility to keep growing.

The Fifth Stage

The fifth stage describes a career orientation. It is a fluid state in which individuals may move from one phase to another. Figure 2 shows how this movement might occur. From the stage of disillusionment, the teachers might opt to put in their time and not commit themselves to growth as teachers, or they might actively continue learning and improving themselves. However, the teachers may not remain in either stance for their entire career. They may move within the fifth stage. A teacher who is in the holding phase may stay there until they leave teaching, but, something or someone might also spark them out of their complacency to seek growth and change. The converse may also occur: teachers whose orientation has been to lifetime growth and learning may become disillusioned and retreat into a holding pattern.

There seems to be a natural cycle of learning and growing through which teachers in the lifelong learning stage would move due to the nature of this stance. Such learners continually find a problem, become disillusioned or

dissatisfied with something and then search for the solution: it is indigenous to lifelong learning.

Conclusion

There were enough similarities among the teachers to suggest there is a pattern in their development. The first stage is characterized by survival, the second by consolidation, the third by expansion, and the fourth by disillusionment. From the fourth stage, teachers move into a career orientation which may be a "holding" or a "lifelong learning" stance. In the fifth stage, the teachers may move from one orientation to another depending on their circumstances. The developmental nature of teachers' growth has certain implications for the teaching profession. The conclusions and recommendations will be discussed in the next chapter.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Prompted by the dilemma of teaching teachers concepts before they seemed ready to learn them, the researcher entered the field to determine whether teachers go through identifiable stages during their careers. She interviewed twenty-seven teachers and analyzed the data from the transcripts of the taped interviews. Certain themes emerged and suggested the developmental nature of teaching discussed in the last chapter. The data serves to substantiate theory suggested by some authors in education. Many practicing teachers also named stages in their development. It is the purpose of this chapter to draw some conclusions which may add to the existing knowledge. There are implications for future practice and recommendations for further research.

Conclusions

1. Teachers do go through identifiable stages of development during their careers.

Analysis of the discussions with teachers in the study identified stages of a teacher's career. The data supported theories suggested by various authors. Teaching, like any

life activity, is not static. The identification of what the stages constitute is helpful to teacher educators and the teaching profession in general.

Teachers must first survive: be able to manage a class and do all the things a teacher does. Their preconception of teaching does not adequately prepare them for the demands of the position. They spend their first year, or most of it, surviving and coping with the realities of teaching which they did not anticipate and which do not fit their idealism. They must prove to themselves they can teach. In the first year, they must differentiate among conflicting forces in their situation: their ideals, the reality of teaching, and the incompatibility of the two.

Having survived the demands of the classroom, the teachers have achieved some degree of success. They then move to a stage in which they consolidate their learnings. They more realistically evaluate their situation. Their ability to teach is not the issue; instead, it is the improvement of the quality of their teaching. The second and third years provide the teacher with the opportunity to try again some things that did not work, to use the learnings from the first year, and generally, recuperate. This is a time of consolidation, when teachers may even seem to draw in and attack smaller aspects of teaching in order to master them. It is a stage from which they gain strength, skill, and confidence to move into the next stage.

Out of the stage of consolidation, the teachers move into a stage of expansion and growth. After the initial setback of the shock of reality -- teaching not being what they expect it to be -- the teachers have a more realistic notion of how to integrate their ideals with the system. They regain their initial enthusiasm and idealism. Having mastered the technicalities of the job, they are ready to attack it with a determination born of their original idealism. Their own competence is not an obstacle to their goals any longer. At this time they do a lot, try many things, become involved in the profession, consider their future plans. There is a great deal of growth and learning. It is a time of expansion and outward looking. This stage lasts for two or three, perhaps five, years.

The fourth stage, a time of disillusionment, comes when teachers ask themselves, what am I doing this for? They have worked hard, done much, and seem no further ahead. They observe other teachers who put in the minimum and have the same advantages as they do. At this point, the disillusionment is not related to their competence. Rather, it is related to the perception that the system is preventing their accomplishing what they hoped to do, or not appreciating the contribution of their efforts. The teachers question their purpose and sense of direction.

From the questioning, teachers move to their career stance: a holding pattern, or a lifelong learning pattern. This stage is not static: individuals may move from one

orientation to another according to life events and positions which change with time.

Teachers in the holding pattern are not necessarily detrimental to the system or their students. Generally, they do what is required but not anything more. It may be that teaching provides the resources, time or money, with which to pursue other personal or professional interests. It may be they are tired or disillusioned. They perhaps would like to be out of teaching and do not have the means with which to make the change or see any feasible alternatives. Or, they may simply be satisfied to put in their time until retirement.

Teachers who find a way of integrating their idealism with the realities of the system seem to assume a career stance of lifelong growth. They take a vital interest in their students and their careers and continue to grow and learn. It does not mean they do not have setbacks and periods of nonproductivity. The nature of the stance incorporates those "dry" periods as opportunities for growth and learning. The stage may be divisible into smaller subsections not dealt with in the present study. In fact, the concept of lifelong growth describes a cyclical pattern of stages: learning is a matter of plateaus, growth spurts and disillusionment.

Of course, teachers may exit, or leave teaching, at any of these points in their careers. To move from survival to consolidation to expansion to disillusionment is

unidirectional. However, movement in the last stages is not, as explained below.

If teachers remain in the profession, they enter one of two career orientations but may move from one to another, sometimes through the stage of disillusionment. One may move from disillusionment to lifelong learning, become disillusioned and exit or enter the holding pattern. Someone in the holding pattern may become disillusioned, give up and exit. Alternatively,they may get a boost which lifts them to the lifelong learning stance.

Therefore, the final stages of the model have a fluid nature within which teachers may move in and out. The initial stages are hierarchical. Teachers move from one to the next in an invariant order during the beginning years of their careers. The diagram on page 187 illustrates the directions in which teachers may move during their careers. Whatever their experience, teachers do not return to the beginning stages but may move within the last two: disillusionment and career orientation.

2. <u>There are certain themes which change over a teacher's career</u>.

Teachers' conceptions of their roles change. Their focus begins with themselves and their competence and progresses to their students. Finally, their roles encompass a broader notion of meeting the educational needs of the students and the global needs of their profession.

The emphasis on discipline varies as the teachers gain experience. In the initial stages, discipline is a key factor of consideration and concern. Part of their survival is establishing control in the classroom. During the expansion stage, discipline is no longer a prime issue. Teachers are then freed to concentrate on effective teaching: it becomes the major issue.

Planning assumes a different position in the teachers' lives as they gain experience. Initially, planning is an end onto itself: teachers leave the university with the expectations of complete and excellent plans for every class they teach. At this point, a detailed plan also serves as a security mechanism on which they can rest their teaching. They are afraid, or unable, to alter their plans to any extent. Although they may see an option for the class to move differently than originally planned, the teacher is reluctant to follow the "tangent". They depend on the written plan even to the point of reading it and referring to it during the lesson. They do not have the broader image of the curriculum and do not see how they can meet their objectives from alternate routes.

With experience, they gain a perspective on the curriculum and the relative importance of its components. The planning procedure becomes a means through which their objectives are accomplished: it becomes a tool to be used, rather than an additional responsibility to be met. The plans also become long range and more integrated. Their

teaching becomes more individualized and student oriented. With a basic plan for the class, experienced teachers are better able to adjust their teaching methods to account for individual differences among their students.

Beginning teachers have a difficult time determining success. They seem unable to meet their own expectations and therefore look to the evaluation of others. They gain satisfaction from the personal and academic gains their students make. Teachers who identify items against which to measure their success refer to sources of satisfaction and rewards. Determination of their success ranges from an internal sense of satisfaction to the external demonstration of the students' acquisition of the values and skills in the teachers' objectives.

The teachers' sources of support become broader during their careers. Initially, they look to their students, the administrators and their families for support. The type of support needed is positive feedback and encouragement. Then their scope changes to include feedback of a professional nature from other teachers, specialists, and central office staff. They become more confident in their own ability to gauge their success and failure. As the question of their basic ability to teach becomes a non-issue, the teachers can risk failing without being failures. Consequently, they can seek help from others specifically with regard to their teaching.

3. Teacher's growth may be encouraged along those dimensions.

Teachers named administrators most often as supports to their continued development as teachers. Awareness of the characteristics of each stage, the process of growth, and the position of each stage within the pattern of teachers' growth provides supervisors with the content for their supervision. Since each stage is integral to the teacher's development, supervisors can "help" the teacher through the stage and provide guidance for the individual teacher's development. Teachers said they often grew because of the right supervision or help at the right time. The implications for supervision are discussed at some length in the next section.

4. Teachers should be prepared as undergraduates for continued study in their fields.

Given the knowledge of the stages through which teachers move, their education can be adjusted to meet their needs more appropriately. A plan of study should be established upon an individual's entry into the program. Certain learnings would match better with certain stages of development, but, the plan may be individualized to each student, too. "Teacher education should tailor its approach to individual teachers to meet their immediate needs and to enhance possibilities for long-term growth" (McNergney and Carrier, 1981:21).

The plan would begin with the requirements for their initial needs as teachers and end with the preparation for their future education. Educators of medical students face the same problem:

> If physicians are to be lifelong learners and able to assess changing health care needs, to keep up with changing concepts and new knowledge, and to adapt their own performance accordingly, they must develop the requisite skills during the formative years of medical school training (Neufeld and Barrows in Knowles, 1984:210).

No longer would the university attempt to achieve the impossible: prepare teachers in four years for the demands of their entire careers.

The presentation of certain concepts, like classroom management, child development, learning styles, and supervision of student teachers would be made according to the teachers' developmental needs at the different points in their careers. As the teachers gain experience, more detailed and complex theories may be introduced. The experience provides the teachers with something against which to examine and compare the theories. Teachers then can integrate the theories with their teaching in a meaningful way.

The conclusions drawn from this study have several implications for the educational system, from the university to the boards of education and the schools.

Implications

Teacher Education

The greatest implication of this study has to do with the education of teachers: there should be a comprehensive plan. Anderson, et al (1982), McNergney and Carrier (1981), and Burke, et al (1984) have said this before. Certain theories are of no use to the teacher until the teacher has assumed full responsibility for the education of a group of students. The question for teacher educators becomes, What do we teach to them when? Teacher education must do what teachers are expected to do: take into account the needs of their learners.

> If teacher educators recognize what many teachers have already discovered, they might abandon the search for the best way to educate people and concentrate instead on varying their methods to meet individual needs (McNergney and Carrier, 1981:237).

Beginning teachers need skills which will help them master the technicalities of the job, or, survive. Any theoretical presentations should be minimal. The emphasis should be the practical nature of any theory. The faculties of education should look at what knowledge would facilitate the teacher's first year or two as well as preparing the teacher to return at a later date for further study.

New teachers can be forewarned about the demands of the first year and the phases through which they will go. Accounts of first-year teachers' experiences, meetings with

first-year teachers and any information now being amassed about that first year might help the transition from student to teacher and prepare the teacher for a lifetime of growth within the profession.

Presentation of many theoretical concepts, such as classroom management, child development, and learning styles, should be made after the teacher has moved into Stage III or Stage V. Whereas to prepare the teacher for the first year certain skills and "tricks of the trade" may be presented in the above topics, the next stage of education would be the theoretical concepts. With experience, the teacher has a greater propensity to learn the theories in such a way as to assimilate them.

> " 'Should follows Can'. Try in every way to get students to where they have the capability of applying a new way of thinking before putting them in a position to pass judgment upon it (Bereiter, 1969:75). How much is it possible to postpone the "should" question without affecting trainee's acquisition of skills and understanding is an area which deserves much more investigation (Joyce and Weil, 1984:57).

They would be able to synthesize and evaluate what is being presented and therefore know how and where to apply it.

The teachers said their experience provided the best basis for learning, which is what Knox (1977), Knowles (1978), Cross (1978), Houle (1980), etc., have been saying for nearly two decades. It may be the time to offer rather "open" classes, in which the professor acts as Knowles found he had to do:

> I have found that in my role as a teacher of adults I have spent less and less of my time on

> deciding what students should learn and then transmitting it to them, and more and more of my time helping them discover for themselves what they need to learn and then helping them find and use the most effective resources (including my resources) for learning those things (1980:38).

Teacher education needs to be better coordinated among the agencies involved, including the universities, the boards of education and the professional organizations, so that the opportunity to continue learning is available to teachers as needed. Anderson et al. recognized that need in their brief (1982).

Administration and Supervision

The present study has several implications for the administration of the schools at the school and system levels. The teachers identified the administrator as a key figure in their development.

Certain administrative alternatives could ease the pressure for the beginning teacher: their class loads could be lessened; they could teach half-time; an experienced teacher could be assigned to "coach" them (Joyce and Showers (1982); and, the threat of dismissal except for gross misconduct could be removed. The teacher who is in the consolidation stage requires similar support systems.

The above changes in the system would allow and encourage the teacher to hone their skills within a supportive atmosphere. Then, their initial enthusiasm and commitment to the profession could be developed. In an

atmosphere created to account for the special needs for beginning teachers, the teacher may move more quickly and easily through the first two stages of development.

The administrator of the school should be easily accessible to the teacher. Since the teachers at this point are reluctant to ask for help, the administrator should be visible and available, perhaps making frequent visits to the teacher so as to monitor the stress level for quick support. The type of support needed at this stage is listening and encouragement -- behaviours which indicate unconditional positive regard (Rogers, 1967).

At the expansion stage teachers need a different type of support from the administrator. Teachers begin to ask for feedback on specific aspects of their teaching. They may ask for more ideas but they need the administrators' unqualified support for what the teachers do or want to try. The administrator needs to demonstrate confidence in the teacher by freeing them to try different things. The support may come in the form of adapting the administrative machinery in order to allow the teacher to grow. This support is not a laissez-faire type; the teachers do value having standards which they must meet. As one teacher put it, they must be "free to live up to the administrator's expectations".

Administrators who see teachers living through the stage of disillusionment have a different role to play. They may need to listen to the teacher and encourage the

teacher through this time. Having someone who knows the system and can see alternatives can help the teacher at this stage. The administrator could help the teacher move the to the lifelong learning stance rather than the holding one.

The principal goal of the administrator should be to keep the teachers in the lifelong learning stance. The implications are that the administrator will a) have an orientation to lifelong learning, and b) be knowledgeable about adult learning and lifelong learning. Without such an adminstrator, the staff would find it difficult to have the lifelong learning stance. In fact, teachers may spend more time in the disillusionment stage.

The administrator of the school has a key role to play in the development of the teacher. Awareness of the stages of a teacher's development will enable appropriate supervision and support so that the development can progress through the stages leading to a lifelong learning stance.

Alternate Routes to Certification

Putting teachers whose education is not "finished" in charge of classes may worry parents of the students and champions of our educational system. Therefore, the implications for the school system of stages in teacher development are profound and must be considered.

Medicine and engineering might serve as examples for the certification of teachers. In the one case, doctors are

graduated but must serve one year paid internship prior to licensing.

Similarly, the engineers graduate and then serve two years under the supervision of experienced engineers prior to being sponsored for "professional engineer" status.

Novice graduates of education could serve a type of apprenticeship during which they are responsible for a class of students under the surveillance of an experienced, licensed, "professional teacher". Some provinces in Canada have taken a step in this direction by not granting permanent certification until the person has had two years of successful teaching, after which a school board sponsors the teacher for certification.

The initial certification is one issue but the continued education of teachers is another. Perhaps contracts should facilitate the teachers' return to the university for advanced study. Sabbatical leaves should be a reward for worthy service. Perhaps teachers' certificates or licenses should be terminal and require renewal upon the proof of continued education and successful teaching.

There could be teachers designated to oversee new teachers. Demonstrated competence in teaching and special training in supervision and teacher education would be required to qualify for "professional teacher" status. It may be that these designated teachers would not have classes of their own but instead be ultimately responsible for the classes of the new teachers under their supervision.

If it is accepted that the education of teachers is a process which should continue throughout their careers, the certification of teachers must be reconsidered on this basis.

Other Implications

The reluctance of the educational system to change has disillusioned would-be reformers such as Lortie and Koerner. Contrary to such commentators, teachers in the sample found teaching to be always changing, and, in fact, they sought change. Many said they would leave teaching if there were no new challenges. Perhaps teachers have not instigated change in the system because to them it *is* always changing. To obtain reform may be up to others not involved directly in the process.

Implications for Further Research

The study raises more questions than it answered. The answers to some of them are needed to further refine any theory on the stages of teaching careers.

1. Do the speech patterns of the teachers differentiate between levels of critical thinking or levels of development on the ego, maturity, or conceptual level scales?

It seemed an analysis of the transcripts could give a researcher quite an accurate assessment of the levels of an individual on the aforementioned dimensions.

2. What change in the teachers occurred over subsequent years?

It would be very helpful to interview the same teachers at a later date and note any changes from the first interviews.

3. What events help teachers progress through the stages? Similarly, what events help the teacher arrested in a "holding" stance move to lifelong learning? What is the difference between an event which causes growth and one which does not?

Two teachers may have similar experiences out of which one may move to a higher stage and the other may not. What makes the difference, or is it simply a matter of the individuality of the people involved?

4. What should be taught prior to the teacher's entry to the field as teacher?

As Houle suggests:

> The professional school must separate essential from nonessential knowledge so that its students can master basic knowledge and gain crucial beginning skills and insights but not get lost in the vastness of accumulated content (1980:84).

5. Can beginning teachers be forewarned as suggested in the implications above and their transition to teacher be made easier?

A faculty of education should develop a pilot program and then, using a control group, determine whether the pilot program did ease the first-year teacher's induction into the profession.

6. What should be taught to experienced teachers?

Detailed research could be conducted to determine which advanced skills and understandings should be taught when, or, to devise an evaluation system through which readiness for certain skills can be ascertained.

7. Are there more than five stages? Is the fifth stage a composite of substages or does the stance of lifelong learning adequately describe the teachers' needs for the remainder of their careers?

More research should be conducted in order to describe the situation on which to generate or verify the theory.

8. Are there key issues which can classify teachers in one stage or another?

The study reported herein has begun this process. Further work needs to be done.

9. Do teachers from different teacher education programs differ in their stages of development?

Perhaps programs which have a planned and extensive field component are able to stimulate the questions on which beginning teachers can build theories. For example, does a certain program produce teachers who do use advanced concepts like child development earlier than other teachers?

10. Do administrators go through the same stages when they enter administration?

Perhaps individuals enter administration as a means of coming to terms with the disillusionment. Is administration another form of Stage V, or do individuals progress through stages unique to administration?

11. What behaviours on the part of administrators, central office personnel, and other teachers can facilitate the teachers' development?

Teachers in the present study identified several behaviours on the part of administrators which caused them to grow. A study directed at the isolation and identification of these behaviours would be helpful in the preparation and possible selection of administrators.

12. Are there "qualitative differences in modes of thinking and solving" as suggested by Piaget (Krysowaty, 1979:23)?

For the development of the suggested theory, more work needs to be done to describe in greater detail the stages.

13. On what criteria do people base their judgment of levels of teaching ability?

Many educators and non-educators readily classify one teacher as more advanced than another. A detailed study could perhaps make explicit the implicit criteria used.

14. Is there a relationship between the stages of development and effective teaching?

What is it? Does the quality ofteaching vary according to the stage of development? Surely, teachers at the "survival" stage can be "good" or "effective" teachers. Can effective teachers be identified by their behaviour at different stages? Do the patterns vary according to the quality of teaching?

Concluding Remarks

The researcher entered the field to generate a theory on teacher development. As she read the literature, she realized no one had asked the teachers about their growth and development, although many had postulated a theory similar to what is presented here. As she interviewed the

teachers, her own hypotheses were sometimes confirmed; sometimes, reformed. Generally, teachers and researchers were saying what she had thought: teachers do change over their careers in such a way as to make the learning of certain concepts appropriate at different times in their development; that experience is requisite to the learning of certain concepts in such a way as to be able to apply those concepts.

The value of asking teachers how it is in the classroom while maintaining the rigor of listening objectively was confirmed for the researcher in the process of the study. It seems the generation of a theory of teacher development for the use of teacher educators is just beginning to bud. To be a part of its blooming will be exciting.

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APPENDIX A

ABSTRACTED THEMES DATA SUMMARY

ABSTRACTED THEMES

DATA SUMMARY

	EXPERIENCE							GROWTH			PERSPECTIVE			PERSONAL TRAITS				PROFESSIONAL TRAITS			
				OTHER	LEVEL		ANA-	SELF	LIFETIME	SEEKS	CHANGE/			PERSONAL/	ATT'UDE				FUN/ENJOY	LOVE/ENJOY	EXTRACUR	OTHER
NUMBER	GRADES	SCHOOLS	SUBST.	EXPERIENCE	EDUCATION		LYTICAL	EVAL.	LEARN/LEARN	HELP	CHALLENGE		PERSP.	FAILURE	PROFESSIONAL	POS.	CREAT'V	CAUTIOUS	LUCKY	TEACHING	STUDENTS	ACTIVITIES	TEACHERS
14-01	1,2	1	YES	YES	B.Ed		YES	YES	NO	NO	NO		YES	YES	NO	YES	NO	NO	NO	NO	YES	NO	YES
03-02	?	?	YES	NO	BA, BEd		NO	NO	NO	NO	NO		NO	NO	NO	NO	YES	NO	NO	YES	YES	NO	NO
27-03	3-9	1+	NO	YES	?		YES	YES	NO	NO	YES		YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
04-03	2,RES/RM	1	NO	NO	B.Ed		YES	YES	NO	NO	YES		YES	NO	YES	NO	NO	NO	NO	YES	YES	NO	NO
29-03	2/3,FR(4-9	?	NO	YES	B Ed (5)		YES	YES	NO	NO	NO		YES	NO	YES	NO	NO	NO	NO	NO	YES	NO	NO
19-04	3-10	2?	NO	YES	BA, BEd?		YES	YES	YES	YES	YES		YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
09-04	?	1	YES	YES	B.Ed		YES	YES	YES	NO	YES		YES	NO	NO	NO	NO	NO	YES	YES	NO	NO	YES
15-05	L.D.,2	2	NO	NO	BA, BEd		YES	YES	YES	NO	NO		YES	YES	?	YES	NO	NO	NO	YES	YES	NO	NO
17-05	7-11	1	YES	NO	B.Ed		YES	YES	YES	NO	YES		YES	?	NO	YES	NO	NO	NO	YES	YES	YES	YES
10-06	NURS.-2	3	YES	YES	B.Ed		NO	NO	YES	NO	YES		NO	NO	NO	NO	NO	NO	YES	YES	NO	NO	NO
01-07	3-8	2	NO	NO	BEd, GS		YES	YES	NO	YES	YES		YES	NO	YES	NO	NO	NO	YES	YES	NO	NO	YES
13-07	SPEC.ED	3	YES	YES	B.Ed +		YES	YES	NO	NO	YES		YES	YES	NO	NO	YES	NO	NO	YES/NO	YES	NO	NO
11-08	EMH,RES.RM	2	NO	YES	B.Ed		YES	YES	YES	YES	YES		YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES
18-08	?	5	NO	YES	B.Ed+(7)		YES	YES	YES	Y/N	YES		YES	NO	NO	YES	NO	NO	YES	YES	YES	YES	YES
07-08	PRIS.-EMLD	2	NO	NO	BA, BEd		YES	YES	NO	NO	YES		YES	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO
16-09	HG,SP.ED.	2?	NO	YES	B.Ed		YES	YES	YES	NO	YES		YES	YES	YES	YES	NO	NO	NO	YES	NO	YES	YES
08-10	REM. RDG	2	NO	NO	B.Ed		YES	YES	YES	YES	YES		YES	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO
06-11	SPEC. ED.	3	NO	NO	B.A., GS		YES	YES	YES	NO	YES		YES	YES	NO	NO	NO	NO	YES	NO	YES	NO	NO
21-12	5,2-6	?	NO	NO	B.A.+		NO	NO	YES	NO	YES		YES	NO	NO	NO	NO	NO	NO	YES	YES	NO	YES
25-12	4-6	4+	YES	YES	B.Ed		YES	YES	NO	NO	YES		YES	NO	NO	NO	NO	YES	YES	YES	YES	NO	YES
05-13	4-12	4	NO	YES	B.Ed (+1)		YES	YES	NO	NO	YES		YES	YES	NO	NO	NO	NO	NO	YES	YES	YES	YES
20-14	K-12	?	?	NO	?		YES	YES	YES	YES	YES		YES	NO	YES	YES	YES	NO	NO	YES	YES	YES	NO
02-14	3-12	7	YES	GS	BEd,MEd,GS		YES	YES	YES	NO	YES		YES	YES	NO	YES	NO	NO	NO	NO	YES	YES	NO
30-15	1-12	1+	NO	YES	6.5 YRS		YES	YES	YES	NO	YES		YES	NO	NO	YES	NO	NO	YES	YES	NO	YES	YES
28-21	?	1+	NO	YES	?		YES	YES	NO	NO	YES		YES	YES	NO	NO	NO	NO	YES	YES	YES	NO	YES
12-24	1-12	5+	NO	YES	B.A. +		YES	YES	NO	NO	YES		YES	YES	NO	YES	NO	NO	NO	YES	NO	NO	YES
26-25	2,3,6	SEVERAL	NO	YES	2 YRS		YES	NO	YES	NO	YES		YES	NO	YES	YES	NO	NO	YES	YES	NO	NO	NO

APPENDIX B

LETTER TO READERS

November 22, 1984

MEMO TO: Frank, Joyce
FROM: Linda

I am taking you both up on your offers to read and comment on these interviews. Last week I went to Edmonton and met with two of my committee members. One suggested I do it now.

I have transcribed all the tapes, analyzing them as I went through the first time. I summarized those analyses and saw some similarities. Now I am rereading the transcripts, highlighting pertinent comments, making my own comments, and doing a bit of coding according to what seems to be surfacing. I have done twelve of the thirty.

Would you, at this point, please read the transcripts. Make comments, highlight (or underline or mark) anything that hits you, ask questions, etc. Do whatever you think. Analyze them as you see fit. This will validate what I am doing. I will be able to see if we notice the same things, make the same judgements, and if there are things I have missed. Also, please indicate where the transcripts do not make sense.

Thank you. I know you are busy. I am finding it interesting. It is interesting in some ways that do not seem relevant to my study, too. I hope it is for you. I appreciate your help. If you'd like to taperecord your comments, etc., go ahead. Call if you have any questions, or just want to discuss it that way. Thanks again.

RE: Transcripts

- For my questions, I have indicated key words only.
- They are not verbatim.
- Things in § † are from other person.
- ??? indicate places I could not hear well enough to write out.
- ... indicate space - maybe repetition, maybe not relevant.
- Things in ( ) are summarized comments of what was said.
- Feel free to mark spelling/typographical errors. Some are embarrassing!

PHONE NUMBER: 278 0854

APPENDIX C

LIST OF SUBJECTS

LIST OF SUBJECTS

Code Number	School
1-07	A
2-14	A
3-02	A
4-03	A
5-13	
6-11	B
7-08	B
8-10	B
9-04	B
12-24	B
13-07	B
10-01	C
11-08	C
14-01	D
15-05	D
16-09	D
17-05	E
18-08	E
30-15	E
19-04	F
20-14	F
21-12	F
27-03	G
28-21	G
29-03	G

APPENDIX D

DESCRIPTION OF PERSONAL CHANGES

DESCRIPTION OF PERSONAL CHANGE

14-01
- learning maybe no one else can do a lot more;
- learning there are ups and downs;
- finding out she is doing more than most;
- learning everyone goes through those times;
- gaining perspective:
    - you've had bad times, but it's not the end of the world;
    - has given up ideal to survive (phys.ed.) (4);
    - can't possibly listen to five groups a day (6);
- learning she is normal (3): other teachers saying they can't do anything with someone;
- now able to share concerns with me;
- (4) knows she will never be satisfied - not sure what she will do, whther she will keep teaching;
- did know before she started, did not know it would be as bas as she has found it;
- realizes how attached she'd get to the kids and how obligated she feels to each;
- realizes she may not find something that works;
- doing less than ideal, not bad (see above);
- has some needs (5);

(* NOTE: Numbers in parentheses refer to transcripts.)

3-02
- less preparation;
- knows better now from mistakes she made last year;
- more aware of available resources;
- more relaxed;
- more confident;
- now knows what works and can make it work better;
- now one thing is not enough, must have lots
- units more integrated;
- more focussed;
- more organized;
- "not just sheets";
- less enthusiastic - still enthusiastic;
- takes it more calmly;
- feels more comfortable;
- less intimidated;
- now ready for philosophy and psychology courses;

29-03
- much more relaxed;
- not afraid to go away from book - doesn't mean all is lost;
- things come more easily (3);
- less concerned about reaction from kids; (4)
- doesn't spend as much time going over events at home;
- more satisfied that her evaluation system is a good one;
- closer to what she would like to see her reading program be;
- planning is faster; comes more automatically; is easier;
- not as rigid as she thought lesson plans had to be (5);
- [my words: more self-assured - kids will respond to her]

4-03
- less hectic - teaching half-time, resource room - more child oriented and how to help him/her;
- more time for self personally;
- more time to get to know children;
- this year seeing interconnectedness of curriculum from grade to grade;
- more perspective on reading and language arts;

27-03
- more relaxed;
- focus more on the important issues;
- better perspective on lesson planning and where it fits;
- lesson planning takes less depth;
- better able to handle everything;
- can't say she is changing; changing whole approach to teaching (3)

9-04
- less enthusiasm, especially when repeating course;
- getting closer to striking a balance between teaching things and people;
- has gained confidence in her ability to teach;
- easier to teach in front of her peers, but still difficult;

19-04
- lesser expectations - more realistic? - if you can help one or two kids ...;
- have better insight into how we're (committee) going to do our teaching; how kids learn throughout our whole division;
- greater perspective [my words] more aware you're going to run into individuals you'll have porblems with (6);
- learning more (7);
- easier now (see p.8);
- more sensitive to separation of teacher and friend;

17-05
- more confident (4);
- more bored (6);
- more integrated or wholistic approach to curriculum;
- more cynical (7);
- doesn't want to do [her] "great" program again (13);
- more competent (13);
- better able to anticipate;
- doesn't bleed for these kids anymore;
- more mature - doesn't really care if they like her;
- more patient;
- more impatient (14);
- more relaxed;

15-05
- spending less time in staff room (now a mother);
- not taking work home;
- has become "harder": not so emotionally involved;
- less ambition;
- less energy, wind down more easily;
- slower and more condfident;
- more organized second time around (6); things go more smoothly;
- know a few more tricks of the trade;

10-06
- more organized;
- almost internalized Piaget now;
- course more original, more interesting for her and hopefully for the kids;
- more assertive;
- more confident in terms of knowing how to react to different situations;

1-07
- more mature;
- more open-minded (6);
- sees things more differently;
- more self-confident;
- puts more into Science because it's new;
- plan books more detailed;
- better able to pick up on little things if the class isn't going well;
- more aware of the content and where he should be at a certain time;

13-07
- has had more difficulty with the students this year than any other year (was on maternity leave); finds students more ill-mannered; behaviour of students gets to her more this year than previous years.
- now, depending on how organized she is, she will try to individualize the program as much as she can to their benefit;
- much more adaptable now than when she started teaching [gave an example] p. 4
- gained confidence; feels more confident as a teacher over all (p.6);
- doesn't do things like bake, buy presents any more.

7-08
- concerns haven't changed that much;
- only the refinement of his philosophy has changed;
- biggest change, biggest improvement, is his understanding or greater unders+ nding of adolescents and adolescent behaviour;
- over years, as learned hundreds of strategies; "you keep those that suit your personality"; his strategies are better defined;
- now he can calm them in a matter of weeks as opposed to months;
- job easier because his reputation preceeds him;

18-08
- more impact in the decision-making process as administrator
- more contented;
- can draw more things out of students;
- can relate to them in more meaningful manner;
- more content and comfortable in what "you're doing";
- has mastered discipline;
- able to get into different dimensions;
- "your job comes together, and allows you to do other things in your life";

11-08
- having children helps you put things in perspective; makes you more understanding of parents and children;
- can let children in more and more in directing it, once clear in her own mind;
- more specific and demanding in terms of expectations of children's work;
- more aware of how the little things fit into the bigger picture;
- focuses more on the child;
- more familiar with the curriculum and what the child is expected to know and to learn;
- better able to tailor the teaching to that particular child;
- focuses more on the child than the program;
- "you become more aware of the child as you teach longer";
- "more aware of how a child develops and how you can get the same thing out of different age grops by asking differently";
- "talk to them rather than just saying, don't do that, which I think you tend to do in the early years because you're so overwhelmed with curriculum management";
- feels better because principal has an active role in her work -- reads reports, visits class, teaches class;
- more aware of child's learning rates;
- more apt to hang succsss on individual's potential [my words];
- getting better at communication with other teachers but has to get better still, in her mind;
- acquiring better and better repertoire from past experience;
- feeling more confident when she looks at a child;
- realizing that "a child is more than just what comes to your classroom";
- not threatened anymore to open herself to children (cajoles students);
- becoming more confident in her role as a working mother;
- is becoming more confident in her ability to help [student teachers];

16-09
- a lot of changes [in his teaching assignment], so more work; -- a lot more work;
- more rewarding because more interesting because it is new;
- bit militant in terms of working conditions (4);
- no challenge in high school any more;
- maybe not as keen;
- gradually improving over time because of experience;
- has learned to live with students not learning;

8-10
- doesn't have to make as much stuff;
- usually doesn't have to spend as much time planning -- just when using another novel, etc.
- more worried about needs of students now;
- goals have changed because had a baby last year;
- more mellow;
- more practical and less idealistic;
- more day to day

6-11
- doesn't get emotionally involved any more, can look at it more objectively;

25-12
- now very seldom ever raises her voice in anger;
- used to overdiscipline;
- more ready to laugh with the kids;
- now feels strong enough that if they start to take advantage because they've had a joke, she can always get them back;
- doing more group work;
- more willing to admit learning from other teachers;

21-12
- greater realization of the importance of contact with parents;
- looks forward more to the parent-teacher interviews;
- parent as well as teacher;
- not that much change [in discipline and classroom management];
- less discipline -- can achieve the discipline with less effort;
- can see discipline has two sides: firmness and love

5-13
- more tired [at this school] but [it is being] emotionally tired;
- feels better about herself as a person and as a teacher;
- has found incredible wells of patience, understanding, tolerance, compassion;
- more learning other teaching skills, new sports;
- planning looser at this school;
- more flexibility required;

20-14
- more mature;
- more aware of importance of being ready to learn something;
- doesn't tend to expect too much from Junior High;
- more aware of different factors (takes this into account);
- more aware of how much a child can learn at a particular stage;
- aware of developmental stages;
- uses resources more now;
- more secure within herself that she's doing the best job she can;
- not threatened by resource people
- easier to assess different types of materials;
- more confident [my words - p.3];
- doing more reading;
- not as uptight, scared;

2-14
no reference to changes

30-15
- more realistic;
- wider viewpoint;
- has better appreciation of effects of what he does on the vast number of people he comes in contact with;
- probably achieving better now what he wanted than he was before because he appreciates where they [teachers] are at more than he did;
- he takes a look at how he affects them as well as how they affect him;
- can read people better;

28-21
- does things without worrying whether she is going to lose her job or whether some authority is going to come in and say this isn't the way to do it

12-24
- getting kids to respond positively to what he was doing gradually deteriorated;
- the older he got, the less stress he could handle and the less he enjoyed the challenge of convincing peole to do things;

26-25
- less structured person;
- has come to realize what she plans is not necessarily what she is going to be able to do in a year;
- "you have to be realistic";
- can do more incidental teaching;
- uses family background as key to teaching children;
- more relaxed;
- more streamlined in the sense that things she thought were important fifteen years ago, she doesn't think are so important now
- doesn't take work home with her;
- doesn't think she has changed;